

# ATHLETIC JOURNAL

Vol. XX, No. 4

December, 1939



Basketball Vitamins  
Everett Dean

Basketball Suggestions  
1939 Championship Coaches

The Growth of Skiing  
William T. Eldred

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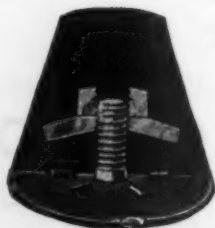
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# BASKETBALL

## *Vitamins*

By *Everett Dean*

Basketball Director, Stanford University

THIS basketball article is a brief resume of the outdoor basketball program at Stanford University. It is written with the idea of passing along any information on outdoor workouts which might be helpful in a healthier development of basketball players. Since basketball calls for a long indoor season, it behooves the coach, when possible, to fortify his players against the wear and tear and bleaching of a long indoor season. This is one of the main reasons for fall outdoor workouts in basketball. Another reason is that the players may secure a good general body conditioning in preparation for early indoor work. If players are in good physical condition when reporting for fundamental drill inside, there will be fewer "charley horses" and other injuries. The third reason is to build a foundation of all-round fundamentals under the most favorable conditions.

The time for fall basketball practice should be from the opening of school to the time the coach feels that he should take his team inside. Weather conditions will have much to do with this plan in various sections of the country. The time should cover from three to five weeks.

During the past two years we have covered the following fundamentals on the athletic field and on the outdoor basketball court: running, sprinting, change of direction, change of pace, ball-handling, using four different drills, two for developing peripheral vision, passing drills, jump-ball fundamentals, offensive and defensive backboard work and, last but not least, squad drills with a squad leader for developing the fundamental position for both offensive and defensive, good balance and quick starting positions.

Illustration 1 shows a mass drill for the purpose of teaching defensive maneuvers such as good balance, good arm position, the shuffle step, etc. The squad leader goes through the defensive movements and

the players react to and follow each of his movements.

Illustration 2 demonstrates a good fundamental position for the offense. This form may be taught in a mass drill with a squad leader. A fundamental position is one of good balance and a natural and easy one for the player to assume. It is one from which he can start quickly in any direction. Notice Illustration 3 for the first step out of the fundamental position on a quick start. There are many things of this nature in basketball fundamentals that a coach does not have time to cover after the squad reports inside. Hence, this is the advantage of outdoor work on sunny days when the coach is not pressed for time. He can cover fundamentals that are often neglected, such as very thorough drills in jump ball fundamentals and tactics. Illustration 4 shows four different jumps working on jumping fundamentals.



*Everett Dean*

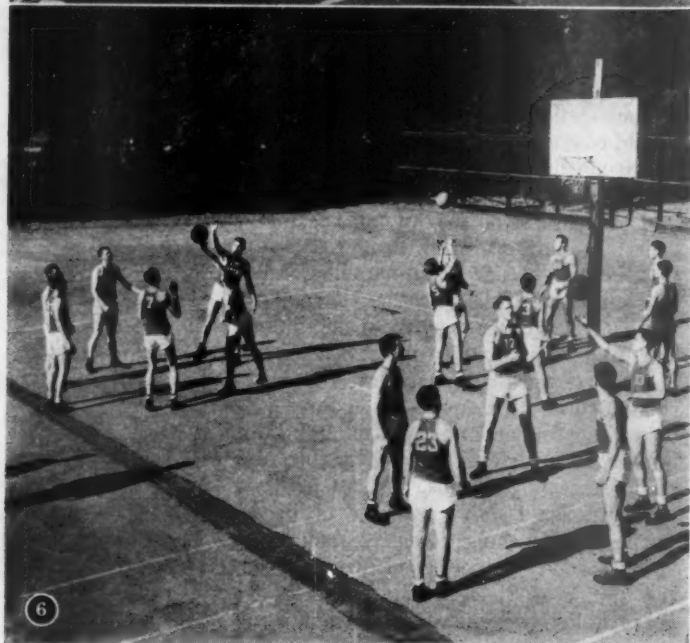
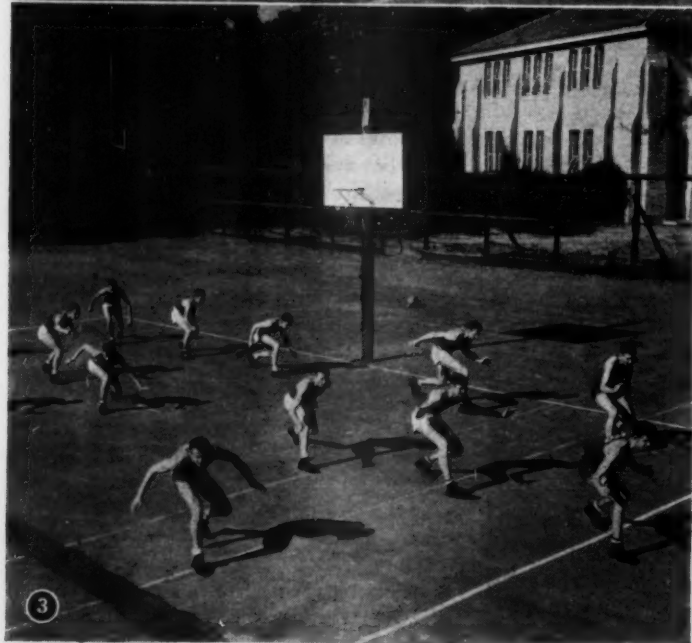
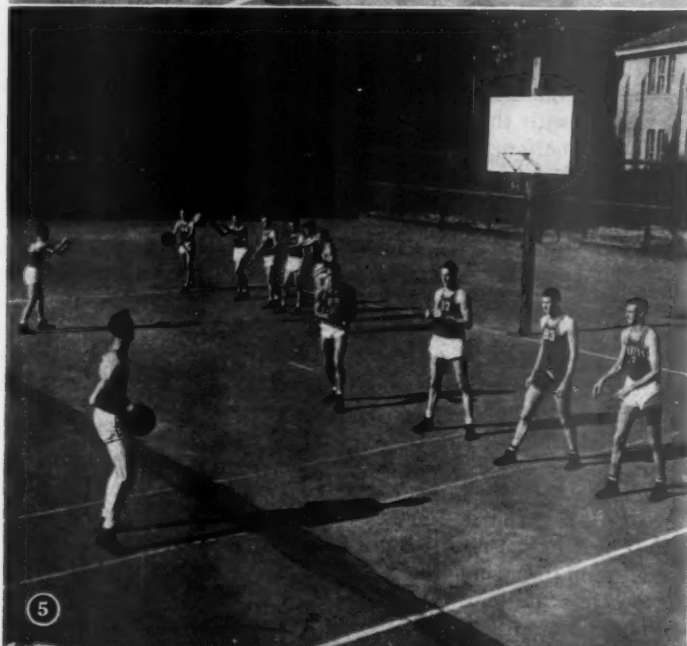
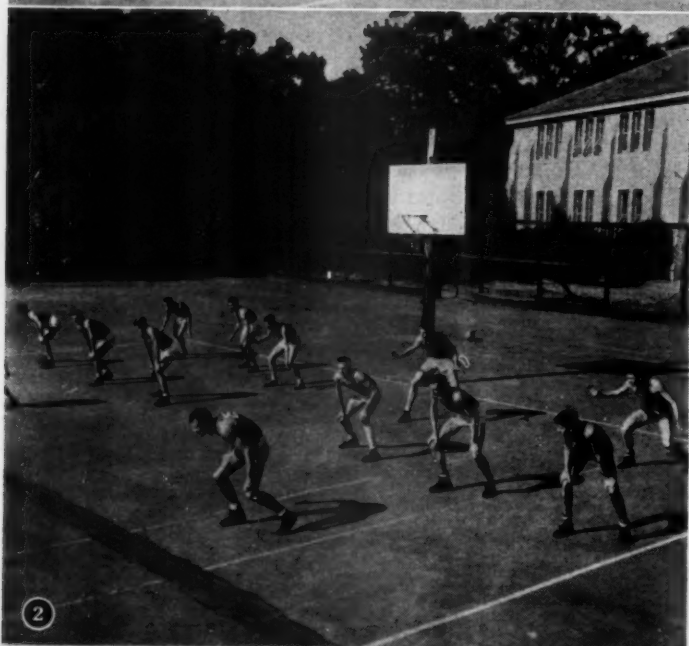
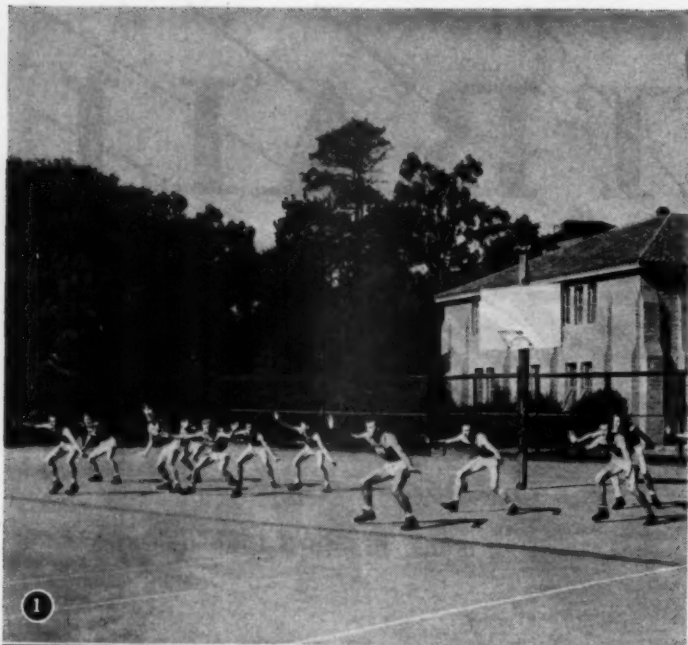
This may be done as well outside as on the floor.

The running program is one of the most important phases of the outdoor program. In this work the player can get into good physical condition and learn good running form. The players report each day and run three laps at a moderate pace for the purpose of getting thoroughly warmed up. After that they run two sprint laps in which they work on the basketball type of running, the short sprint and starts. They sprint about fifteen yards and then coast down to a walk. After walking a few yards the same procedure is repeated. The last two laps are in the form of change of direction and change of pace running. The players not only learn the correct form of this very important fundamental of footwork, but in practicing it daily, they get the habit so it can be used effectively in the game.

After the running exercises are over and if no basket is required in our fundamental work, we remain on the athletic field and go through the following drills: ball-handling, passing, jump-ball work, a squad drill for fundamental position, both in offense and defense. On other days we may leave the field and go to the outdoor court where drills in backboard play, offensively and defensively, one-hand shooting and free throws are practiced. Illustration 5 shows a ball-handling and passing exercise, which is used considerably to develop the use of peripheral vision. Two balls are used and they are kept spread in order to give the player out in front of the line better practice in peripheral vision. This exercise is a great developer and conditioner of the small muscles in the fingers, wrists and the forearm, which are so important in the passing and shooting departments.

There are several drills for ball-handling, but the one shown in Illustration 6 is a very simple, yet effective drill, which







the boys can use while resting. This drill calls for one to three balls to the circle. By controlling the ball around the circle on the finger tips, the players develop a suppleness in the fingers and wrists that makes for good ball-handling. Much individual work can be done in ball-handling and follow-up work, as shown in Illustration 7. Two or three men may work into a clever passing exercise on the backboard, which calls for good timing and clever ball-handling on the rebounds. Notice how this man has utilized his height and also notice his finger position on the ball. One hand shots and free throws may be practiced over time. Illustration 8 shows good form on a one-hand push-shot with the player high in the air. Note the fine finger position on the ball.

It is an interesting fact that we have had no foot trouble on the varsity squad after setting out in our fundamental program. (Continued on page 46)



# Basketball Suggestions From the 1939 Championship Coaches

## More About the Ten-Man Basketball Team

By Ralph A. Lizio

Senior High School, Portsmouth,  
New Hampshire

THE ten-man basketball team has become a controversial subject. Many coaches are of the opinion that its disadvantages surpass its advantages. I am of the opinion that if the ten-man basketball team is employed correctly, coaches will reap the rewards from it in a short time. In this article I am going to try to convince coaches that a ten-man basketball team will pay dividends during a single season.

The present type of basketball stresses speed so much that I begin to question the benefits of this type of play upon the health of our young men who are participating. Although statistics show, beyond any question of doubt, that the mileage covered in a gymnasium is so great that an average track man would hesitate to run the distance in the open air, we insist on driving our boys so that they may defeat all opposition and we even ask them to exert all of their energy in a noisy, stuffy gymnasium. It is a fortunate player who leaves us in the spring in better physical condition than he came to us in the fall. The health argument alone is enough to convince coaches and the public at large that, aside from cutting down the length of the playing period, the only solution to fast basketball is two alternating teams. If a school has five good men, why not

place two of these five on a second team? I have proved beyond a question of doubt in my own mind that there are many compensating features for alternating two teams. If, by chance, the first team should not "click" or should be somewhat baffled by the opposition, the second team may solve the first team's problems. A substitution can readily be made, if conditions are not improved.

Some coaches are of the opinion that by substituting the first team, more harm than good results from the cooling off, as they put it. Of course this is true, but, is this not offset by the added energy given the boys by that rest? In addition to this, it also gives the first team a chance to see how the opposite team plays ball, and it gives the players an opportunity to discuss questions that have come up in their game with one another before it is too late. We know that, between periods and after halves, they seldom have ample time to discuss these things. Here again, I am of the opinion coaches monopolize the period between halves, and thereby deprive the boys of a chance to discuss the problems themselves.

As far as tournament play is concerned, there is no question that ten, well-drilled men playing against five-man teams will come out of a tournament the winners and in the best of health. With ten-man teams, tournament hysteria is a thing of the past. In my seventeen years of experience, I have noticed that many a superb team has gone down in defeat as soon as one man from that team was eliminated from the game because of personal fouls or because

of injury. I have seen, time and time again, the remaining four men trying to shoulder the responsibilities of the man eliminated from the game, and causing the newcomer a great deal of embarrassment.

I admit that the ten-man team has its disadvantages, like everything else. In our tournaments alternating teams sometimes have suffered because, in the course of events, several men were eliminated by personal fouls, too many substitutions were made and the team was compelled to play with only four men. This is a very embarrassing situation, but, it could well have been remedied if the coach had substituted his alternating team as soon as one man had three personal fouls. As long as the boys are trained to a fast, clean game of basketball, the possibility of thirty personal fouls is of great psychological advantage. It need not cause the players to be unfair but merely to be more aggressive. When a man is aware of the fact that he will not play a whole game but rather one half a game, he takes full advantage of his four fouls.

I shall take the liberty of quoting a letter received from an Indiana coach:

"Your articles in the *ATHLETIC JOURNAL* were very interesting to me as I am going to have a ten-man team next fall and winter. Did you find it better to alternate quarters or to alternate halves? Does alternating at quarters have your boys cooling off too many times?"

"If you have time to answer these two questions I would greatly appreciate it."

In answer to this letter I stated that I found it very successful to alternate quar-



ters; it gave my boys a chance to rest, to discuss problems, to watch the type of play as it was going on, and it proved to be the right psychology for the boys were anxious to get back, especially after they saw the mistakes that they had made being repeated by the members of the alternating team. They could see the entire play with every man participating. I also stated that, in my opinion, substitution at the half caused the boys to cool off too much for their own good and their eagerness waned during the long wait. The boys would be given no opportunity to observe and improve as quarterly substitutions permit.

Although the ten-man team brings with it greater responsibilities to the coach in substitutions which must be more decisively timed, in training two teams to two distinct brands of basketball, and in dealing with a larger group of boys, it is *educationally sound*. More boys participate at very little added expense. No one man may finish with the feeling that he alone is responsible for victory, consequently no stars or "prima donnas" can develop in a game. A junior varsity coach with two teams under his tutelage is the backbone of this system. In this way, with two teams in the background, graduation can never impair the future season's prospects. I am convinced that coaches who try out this plan will be rewarded for their efforts; the public will see a better brand of basketball, and players will enjoy basketball a great deal more.

## What to Look For in a Basketball Player

By James Barclay

Northern High School, Detroit, Michigan

THE selection of a squad should be a serious problem for a basketball coach. Because it has far-reaching results, it is a task requiring foresight and experience. For this reason the coach's choice should not be guesswork based on "hunches" but should be judgment founded on facts. Salient traits of promising basketball players may be listed and used by the coach as a standard for deciding upon a squad, thus insuring the best selection.

The first test of judgment comes at the start of the season when a hundred candidates report for the team the first day. The smaller the regular squad, the more severe must be the test of judgment.

Many times as the individuals in a boys' league are watched in action, some of them execute tricks and finesse in basketball that seem to indicate that they should become good players. When they receive the opportunity to try for the team, however, much of the promise they showed in their own league vanishes. Tension and the de-

sire to make the team, are directly responsible for the reverse of form. In their own league everything was familiar (their team mates, the gym, etc.), and in this familiar atmosphere they were perfectly relaxed and at home.

Early practice for the players of unknown ability should be planned with this in mind. They should feel relaxed and at ease. To promote this feeling, the practice should consist of simple warm-up drills that are easy to execute. Short scrimmages lasting for five or six minutes should be arranged. Every boy should be given a chance on a team, and it should be arranged that every team is allowed to play several times during the week. Note should be made of the outstanding candidates. At the end of the time devoted to the new players, announcement should be made of the ones that will remain on the varsity squad.

It would seem that with the usual large number of candidates reporting, and with the situation just mentioned, it would be almost impossible as well as undesirable to give special instruction. And so it is the coach's job the first several days to be a spectator rather than an instructor. But, before he steps into a situation like this, he should have firmly fixed in his mind *what* he is looking for in a basketball player. This standard includes the muscular coordination and the physical reactions that will enable the individual to be effective in competition.

The mental reaction, or what is usually termed headwork of the competitor, can only be determined through a closer and more lengthy contact with the individual and his effectiveness in competition.

Therefore, the foundation on which we may base judgment, and the physical side of the player is pictured below.

*Basket shooting* is the thing that strikes the eye first. Any player that possesses outstanding ability to arch the ball into the basket, or is exceptionally clever around the backboard, on short shots, or follow-up shots, is noticeable at a glance.

A player that can *relax* at all times, without loafing, or becoming careless, is a good prospect. This quality is quite easily detected.

A player must be *shifty*. If an individual has speed and shiftiness combined, it is a wonderful asset, and is easily detected; speed alone is often hard to "harness," and may be a detriment to the development of a smooth, polished team.

A candidate that knows how to run *with the knees bent slightly, with hips dropped slightly, with the trunk of the body fairly well erect, with the arms carried waist high, and with hands and fingers relaxed*, ready for instant use in catching and passing the ball, has great possibilities as a basketball player.

Basketball carriage is hard to detect in a boy. But, if a coach will study closely the action of his best players, it will be

noted that either through habit or proper coaching methods these players have developed, to a very high degree, this carriage that is considered good basketball carriage. It is especially noticeable when the player is about to out-manuever an opponent, when he is about to take off on a break for the basket, or when he stops fast.

This carriage, which we call the "set-position," gives a player a cautious appearance on the floor; a sense of security, and balance that will enable him to stop, start, change direction, change pace, catch and pass the ball with sureness and quickness.

*Watching* the ball until it is caught and then *handling* it *without looking* at it, are very desirable traits. After the ball is caught, the player must handle it *away* from the *palm* of the hand. The ball must be held *lightly*, but *firmly* in the fingers. Handling the ball correctly is one of the fundamentals of good basket shooting, and also a definite point to be stressed in quick accurate passing.

Any player that has acquired this habit, has learned a fundamental that is desirable.

The "natural" can do most, or sometimes all, of these mentioned to a high degree of perfection. When he is seen in action, the immediate response is, "There's a ball player." The number of ready-made players on any high school squad are few. There are, however, a number of "rookies" in the total number reporting, that can do some of the things expected of a basketball player. The coach's job then is to polish the fundamentals that are present and supply the ones that are lacking.

### Pre-Season Practice

Time is one of the most important items in organizing any athletic team. A team hurriedly thrown together can be physically harmful to the player because of long, strenuous practices. If the coach does not resort to the methods which result in a tired, over-worked team, the players may be lacking in game knowledge, which may prove a detriment when the stronger teams are played.

The athletic situation in the larger high schools is such that a few boys do not carry the burden of all athletic teams. Where this is true, pre-season practice in basketball is beneficial to the individual, and important in presenting well drilled teams.

In carrying out the pre-season practice program, several things should be kept in mind: Practice must not interfere with other fall sports. Players should be kept out in the fresh air as long as possible. The winter weather keeps them inside long enough. All details can be taken care of in the pre-season program, such as physical examinations, player eligibility, team equipment, etc. Practice should be restricted to players of known ability. When



setting up the practice program, it should be designed to develop the fundamentals that will enable the players to progress rapidly, in individual and team technique, when once they are in the gymnasium preparing for the coming schedule.

The players of known ability should be called out in the fall, about the first of October for two or three times a week, for about a half-hour period. This should be a get-acquainted program, with very light work to loosen up the muscles, for the more strenuous basketball practice to come later.

The veterans should be brought along slowly, to avoid injury, and to save their drive for a time when it will count most. The trend in training for the athlete of today is a year-around proposition. It has been proven that a consistent muscle tone, brought about by a continuous training program, even of the lightest nature, is conducive to a more efficient and longer life in the athlete. The old program of intense work for short periods of time, with inactivity between, draws too strongly on the reserve strength, and leaves too many athletes burned out before their time.

A suggested outline for the out-door workout may include setting-up exercises and work on the track.

Setting-up exercises should include those of a stretching nature, to loosen up the shoulders, arms, wrists, trunk and legs and those to strengthen the fingers, hands, wrists, legs, thighs and develop the general condition of the player.

These exercises must be started lightly and increased in vigor until the end of the month, or until cold weather drives the squad inside.

### On the Track

The coach should emphasize those events which will aid in developing the fundamentals of basketball. The running should not be continuous as basketball is a stop and start game. We have found the following events beneficial:

**Standing start**—A fast start for twenty yards, three or four times.

**Running start**—A jog five or ten yards, a fast break for twenty yards, twice.

**Twenty-five yards**—A standing start, fast ten yards, stop, walk, five yards, fast ten yards, stop. Once is enough.

**Fifty yards**—For a little fun and competition, make this a race between members of the squad. Once is enough.

**Rest**—Not long enough to cool off completely. After the first week, ball-handling drills may be used during this part of the program.

**Once around a quarter-mile track.** Start in the middle of the straightaway. Walk to the beginning of the first curve. Jog around the curve. Break fast to the middle of the back stretch. Stop. Walk to the beginning of the second curve. Jog around the curve. Break fast to the mid-

## CHAMPIONSHIP



## COACHES

1939



1. Dewey Cox—Alabama.

3. Don Descombes—Colorado.

4. Harry G. Kemmer—Florida.

25. Paul Dawson—West Virginia.

31. James Barclay—Michigan, Lower Peninsula, Class A.

38. Ralph Lizio—New Hampshire.

39. Stanley Piela—New Jersey, Group 111.

dle of the straightaway, the starting point. Stop.

This track workout has proven a good conditioner. The players learn to start fast and stop fast, without worrying about the basketball. This work allows them to concentrate on running and balance, two very important basketball fundamentals. There is much more value received in a workout such as this, than there is in one in which a player runs one or more miles on a track, for endurance.

## Combined Zone and Shifting Man-to-Man Defense

By Harry G. Kemmer

Mainland High School, Daytona Beach, Fla.

ANY experienced coach is well aware that both the zone defense and the plain or shifting man-to-man defense in basketball have their strong and weak points. As a result of this realization, we have developed a modified defense incorporating the advantages of each type, as explained in the paragraphs which follow.

The advantages of the zone defense can not be denied. They may be listed as follows:

The zone defense permits the massing of five men in the vital scoring area. Especially when a team is rangy, this type of defense can be very effective.

No time is lost when a team using this defense loses possession of the ball. The men break back fast toward their assigned defensive areas, without having to pick up any definite man.

Such defense is helpful to the defensive team when it gains possession of the ball, for there are at least two men in a position to break rapidly on offense.

The zone defense conserves the energy of the team using it, for the area assigned to each man is relatively small.

The disadvantages of the zone defense are as follows:

The zone principle tends to lessen individual responsibility and alertness in guarding. Often a defensive man is not certain where his assigned area stops and a team mate's area begins, thus permitting opponents to sift through on offense.

The zone defense is more vulnerable to long shots.

It is often pierced by screening plays concentrated in a certain area.

There is less likelihood of breaking up the opponents' offense short of the defensive area near the basket.

The man-to-man defense has the following advantages:

It develops alertness and a sense of individual responsibility in guarding.

It makes likely the intercepting of passes and the breaking up of plays at any point on the floor, with the resulting ad-

vantage for a counter offensive thrust.

It is more effective against the long shot.

It makes possible the pressing of opponents immediately when they gain possession of the ball.

It makes screening plays potentially harmless, provided the defensive men talk and shift.

The disadvantages of the shifting man-to-man defense may be summarized as follows:

Depending as it does upon individual alertness and responsibility in guarding, it is subject to the momentary relaxing of any one defensive man.

It tends to leave the foul lane open for crossing and screening plays and offensive thrusts.

It leaves the defensive men usually in a less advantageous position for breaking fast on offense after gaining possession of the ball.

It requires a greater expenditure of energy than the zone defense.

It often involves momentary but fatal loss of time in locating and picking up men.

We have devised the following defense to incorporate the strong points of each type of defense (See Diagram 1). We place our tallest man (usually the center), assuming he has at least average defensive ability, in the foul lane, where he plays a zone defense, his job being that of keeping the opponents away from the basket. He directs the defensive play of the team as a whole, talking to his team mates and being alert for any sudden offensive thrust toward the basket. He is chiefly responsible for retrieving rebounds, and for starting a fast break for his team when he gains possession of the ball.

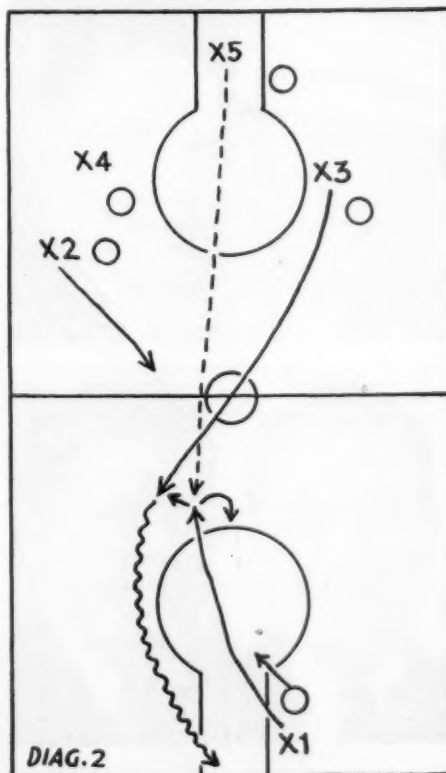
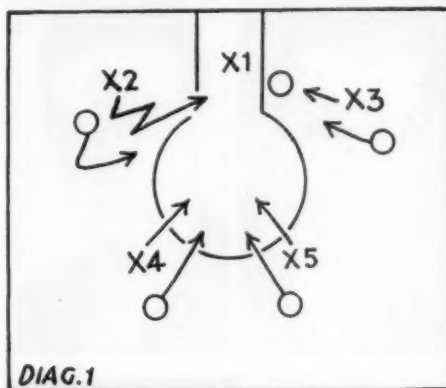
X2, X3, X4 and X5 play a shifting man-to-man defense on the front line. They are assigned definite men to guard, but do not lose time in trying to pick up their men short of the defensive area, unless it proves convenient. Instead, they break back fast on defense and pick up their men after getting back.

Each defensive player stays between his man and the basket, using split vision to watch both his man and the ball. The instant any offensive thrust is made toward the basket, all defensive men instantly fall back on the foul-lane area to help X1 stop the thrust. If the thrust is halted and the ball passed back out to an opposing player, all defensive men move back out to their former positions, just as soon as their men move out.

In the event a coach has a tall guard X5 who can play satisfactorily the position of X1, he may vary the defense, as shown in Diagram 2. The center X1 plays constantly in the area under his own basket, even when the opposition is taking the ball down the floor. If discreet, opponents will leave a man on X1, thus making it four men against four in the defensive area. The instant X5, X4, X3, or X2 gets

the ball, he hooks a long pass straight down the court to X1, who breaks out from underneath the basket to meet the ball. The forward best situated (X3 in this diagram) breaks fast down the floor, cuts past X1, receives the ball and dribbles under for a shot. Or X1 and X3 work quickly against the one defensive man to get a close-in shot. X2 comes down fast, crossing from the opposite side of the court as shown.

This article has been submitted with the hope that coaches may find some helpful suggestions in it. The defense presented here should work, if the players are properly instructed and trained.



## Developing Players for Future Teams

By Stanley Piel

Thomas Jefferson High School, Lodi, New Jersey

SINCE none of our pupils have the advantage of having had any basketball before entering high school, all our boys start from scratch and learn

the same system and style of play. We start our practice sessions some time during the first week of December. Simple fundamentals are taught the squad such as shooting, passing, feinting, pivoting and dribbling. After two weeks the squad is carefully weeded of poor material and divided into the varsity, junior varsity and freshman groups.

The varsity squad consists of ten players, the junior varsity, fifteen and the freshman squad fifteen. Under-graduates that show about the same ability as upper-graduates are given the benefit of squad selection. The junior varsity is composed almost entirely of sophomores. I then practice my squad in scrimmage, practicing passing only, with no one permitted to shoot. Short passes are stressed. This goes on for several days.

Now I am prepared to give my squad several plays. The entire squad participates in all these maneuvers. Teams are lined up against one another and we practice our offensive plays. With the first game approaching most of our attention is given to our varsity squad, polishing the offensive. Plays are constantly repeated to insure smoothness in individual and team play.

Weaknesses and strengths of the zone and man-to-man defenses are constantly rechecked so that the players may meet them properly in a game situation.

Against the zone defense I use a set style of play, setting shooters in a position where by careful ball-handling, the defense territory will be left open for a set shot. Against a man-to-man defense, our boys use a deliberate style of play, working in the ball on short passes and using screen and pivot plays for scores. I personally favor a man-to-man style of defense. We have used only this type of play in our school and have found it to be very effective.

As the season opens, practice is divided through the various squads. The varsity occupies the floor and the first forty-five minutes of practice, the "jayvees" thirty minutes and the freshmen twenty minutes.

The junior varsity and freshmen squads are given every opportunity to watch the varsity practice. I feel that the young players gather a great deal from observing their more experienced schoolmates. Explanations and corrections are made during time-outs of the practice session. Only rarely do we stop play, unless the error obviously interferes with the proper functioning of an offensive maneuver.

Schedules are arranged for the junior varsity and freshman teams. We never scrimmage the squad prior to a game, but merely have the players shoot fouls and go through several set and out-of-bounds plays. On these days the freshman squad gets a great deal of attention.

This method has worked well for me the past seven years that I have coached at Lodi. Exclusive of the first year when we



did not have a four-year school, none of our varsity or freshman teams have ever lost more than three games a season. I found each year that the boys improved through this method so that many times a freshman will gain such good experience that he jumps within the year to the varsity squad.

At Lodi we do not have separate coaches for the various squads, but I have one assistant who aids me in my work.

## The Use of a Self-Rating Chart for Basketball

By Don DesCombes

Manual Training High School, Denver, Colorado

ANYTHING that can be done by a coach to stimulate the interest of the player in his own improvement will pay big dividends. A self-rating chart for individual players stimulates this needed interest. By scoring himself on a chart, the player is able to see both his strength and weakness as a basketball player. He is able to rate himself in relation to the other members of the team. He is able to see more clearly just why some other player makes the first team while he has to sit on the bench. When he sums up all of his skills, habits and attitudes and compares them with those of the other boy, he can see that there is a reason for his rival getting the place on the first team.

The rating chart may be scored a number of times during the season by each player. These ratings should be kept on file so that the player can compare his standing with his own previous rating. Using the same chart, the coach can score each player on the items listed. His score will be based upon his own observation of the skills, habits and attitudes of the player being scored. In almost all cases the player's own rating will be found to be very near the rating that the coach gives him. In few cases, will the player over-rate himself.

As an aid to the coach in selecting the personnel of his squad, if he is fortunate enough to have such a large group report for practice, the rating chart is of great value. No longer will the coach have to rely on his judgment of the moment. He will be able to estimate the ability of the player as a whole. Not just the well-known strengths or weaknesses of the player will influence his decision.

It must be realized that no attempt has been made to weigh the items in the rating-chart in relation to their importance. Some of the items listed are far more important and have a much greater value as a part of a player's ability than do other items listed. Yet when the total items of a player's ability are added up, a fair picture of that player's usefulness to the team is presented.

Before giving the players the rating chart to score, the coach should be sure that they understand what the charts are for and just how to score them. The following are ratings to be used in scoring the self-rating chart shown below. Each item listed is to be scored on the basis of five points per item. For exceptional performance of the item listed five points should be awarded. It has been found that players are better able to rate themselves if they have some one in mind that might have an exceptional rating in most of the items to be scored. The players here in Denver are fortunate in having a player in the city that almost all coaches that know him give a rating of near 100 per cent. For a rating of good or four points, the player must have the ability of the average college player. For a rating of fair or three points, the player must show an ability of the average high school player. Less than average performance is rated weak or two points. For those that are so poor in the performance of the fundamental listed that they seldom use it, a rating of poor or one point should be given.

### SELF-RATING CHART FOR BASKETBALL ABILITY

Name .....	
Age .....	Grade .....
Weight .....	Date .....
Score .....	Possible score .....
Per cent .....	

All items must be rated on the basis of five points for exceptional performance: four points for good performance: three points for fair performance: two points for weak performance: one point for poor performance.

#### PASSING

Hook pass (long) .....
Two hand overhand .....
Two hand underhand .....
One hand underhand .....
Baseball .....
Push .....
Floor bounce .....
From pivot post .....
Fake pass .....

Possible passing total 45

Pass catching .....
---------------------

#### DRIBBLING

Speed .....
Control .....
Faking .....

Possible dribbling total 15

Clearing rebounds .....
Protecting ball after pivot, dribble, etc....

#### JUMP BALL

Tapping .....
Jumping .....
Receiving tap .....

Possible jump-ball total 15

#### GOAL THROWING

Free throwing .....
Long shots .....
Medium length .....
Lay-up right side .....

Lay-up left side .....
Lay-up front .....
Hook shots .....
Pivot shots .....
Jack-knife follow .....

Possible shooting total 50

Ball-handling total 140

#### FOOTWORK

Stop turn .....
Pivot .....
Change of direction .....
Side step .....
Stance and sliding .....
Body feints and bluffs .....
Balance .....

Possible footwork total 35

Start-stopping .....
Change of pace .....
Cutting (drive for the basket) .....
Speed .....
Condition .....
Stamina .....
Co-ordination .....
Screening (blocking) .....
Pivot-post play .....
Intercepting ability .....
Break from offense to defense .....
Break from defense to offense .....

#### GUARDING

Man-for-man .....
Two on one .....
Three on two .....
Trading men .....
Stance and position .....
Zone .....
Combination defenses .....

Possible guarding total 35

Body-handling total 130

#### ATTITUDE

Dependability .....
Fight .....
Alertness .....
Guts .....
Courage .....
Perseverance .....
Mental poise .....
Co-operation .....
Leadership .....
Can take criticism .....

Possible attitude total 50

#### GAME KNOWLEDGE

Rules .....
Styles of offense .....
Methods of defense .....
Officiating .....

Possible game-knowledge total 20

#### DRILLS (FUNDAMENTALS)

Drill No. 1 .....
Drill No. 2 .....
Drill No. 3 .....
Drill No. 4 .....

Possible drill total 20

Possible total score 360 points

Remarks .....
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The total scores may be reduced to a percentage by dividing the achieved score by the possible score. Each section may be reduced to a percentage by a similar process. A little study on the part of the



### Ratings Expressed in Per cent

Player	Rating March 1938	Rating Dec. 1938	Rating March 1939	Ranking by news writers and officials
A	60	62	83	All State
B	58	60	78	All State
C	53	53	72	All State
D	59	60	80	All State
E	No rating	64	81	2nd. All State

coach of the ratings on the particular items will take the guesswork out of choosing which of the fundamentals to emphasize in the regular drills.

It is interesting to note the ratings of the players on the Manual Training High School Team last year. Each player seemed to improve about twenty points over the season. There was very little change in rating from the end of the season to the beginning of the next season. The following is a chart of the comparative ratings of last year.

The rest of the squad started near 55 per cent and finished the season with a rating near 75 per cent.

A self-rating chart of this nature will be of help to any basketball coach. You may not wish to check the same items that we do here at Manual Training. Make your own rating chart. Use it a year and see if you will be able to get along without it in the future.

## Man-to-Man Defense

By Dewey Cox

Chilton County High School,  
Clanton, Alabama

**T**HE best defense that a team can have is a good offense. The best offense it can have is a good defense. The other team cannot score when your team has the ball; neither can your team score when the other team has it.

The above statements may seem to go around in a circle, but there is a point involved. When your team once gets the ball, tell them to keep it until they score; and when they lose it, insist that they get it back as soon as possible. I believe that the man-to-man defense is the best way in which to get the ball quickly. Man-to-man defense gives your team a chance to stop the play where it begins from out of bounds; and that, in my opinion, is the place to stop it. I remember not only the experience of such teams as my state championship team of last year, but I remember also my own experience while playing in college. Playing guard, I always had the most trouble against a man-to-man defense, especially when my man would check me from out of bounds. The continual presence of a defensive man with an offensive man is always annoying.

There are many things that the boys should know if they are to use the man-to-man defense successfully. First, they

should look their opponents over and decide which man each is to take before the game starts. Each player should be able to recognize his man at a glance. Each player should also be able to recognize the opponent of each team mate. This is essential in switching men which is necessary for success. After the individual opponents are selected, each player should then study the habits of each man, especially his own man.

In playing his man, he should never turn his back on the ball for, primarily, the ball should come first. In order to do this, he will always have to maintain a position such that he can watch both ball and man at the same time. He should never let his man play between him and his basket. He should not play too close to his man and should not let him fake him off his feet or get him off balance. He should learn to run by crossing over with his feet so that he can go from left to right and right to left with great rapidity. He should learn to run backward so that he can watch his man, the ball and at the same time stay between him and his basket.

He should always remember that there are times when it is his duty to leave his man and take the man of one of his team mates who may have been faked or screened out of the play. On jump balls he should be sure that each man is checked, as oftentimes he jumps with a man other than the one he is guarding.

## How to Develop Team Morale

By Paul B. Dawson

Fairmont Senior High School,  
Fairmont, West Virginia

**I**F some one asked me what I considered the most important *single item* in the development of a basketball team, I would say team morale.

I can hear coaches immediately saying yes, that is important, but give me the boys that can throw the ball through the hoops. Stop and consider. Ask yourself this question. How many teams have you seen beaten in tournaments by inferior teams?

You reply yes, but those teams were just off that night, they had bad breaks, were dead on their feet, could not go, just one of those things, and those officials uh! Now I shall grant you that these things were probably true, but I ask one more

question. What were the reasons?

I shall give you my ideas; what you agree with, you will take and I do not expect you to agree with all I say.

There are several steps in the building of team morale, which I shall mention and many more that I shall miss, but I shall try to stress what I consider the most important.

### Playing Basketball a Privilege

The first step, I think, is an explanation to all the boys of the school that they have the privilege of coming out for the team, and then attempting, on my part, to keep as many out as is possible. I want the boys to realize that it is a privilege to be on the squad. The coach must be a student of his boys and must know the fundamentals of the game.

### Impartiality a Great Factor

The coach must create the impression among the boys, that he will give everyone a fair chance, and that he will be absolutely impartial in every way. Many coaches make the mistake of taking one or two boys to scout some team, while the rest are left at home. This is bad, for whether coaches think so or not, those at home wonder why they did not "rate" and thus they are given a feeling of inferiority.

Everyone should have the same equipment. If John Jones has knee guards, all the rest should have knee guards, if they want them.

Never confide in any member of your squad in any way the failings of another, but always tell each boy the good points about the other, as well as his own.

The manner of giving praise must be watched; do not praise a lad when he does not have it coming. Explain his mistakes and do not forget his good points.

### Building Confidence

Often I have seen a "crack" shot, who was missing in practice before a game, become so worried and upset that he would be practically useless. The coach should walk out on the floor and make some kind remark, telling him to move toward the center or in two or three feet. But, you say, what has this to do with morale. My friend, when you have helped that boy, you build up his confidence which is one of the greatest assets to morale.

### Substitutions

Probably the next important item is the question of substitutions. It is claimed by many that substitutions have won and lost more ball games than any other single factor in basketball. Last year one coach said that the reason my team won the state championship was because we had a ten-

(Continued on page 46)



Illustration 1—Sketch showing suggested location of floodlights on a ski hill.

**W**INTER sports, already enjoying increased popularity in many parts of the United States, are on the threshold of a new and brighter era. The reason—development of outdoor systems which flood ski slopes, toboggan slides, skating and hockey rinks with light to lengthen the winter day and give thousands of people the opportunity of enjoying their particular sport after the day's work is done.

No longer is it necessary for the winter sports' fan to confine his skiing or tobogganing to the week-ends, or to wait for a moonlit night, a bright sky, and trust to luck against accidents. With the aid of floodlighting systems, designed to provide for the safety element, the winter sports' fan can enjoy many week-day hours of his particular sport, and become much more expert at skiing, for example, than if he had to confine his efforts to the week-ends.

This, of course, holds true only where floodlighting systems have been installed. The purpose of this article is not only to encourage these installations, but also to provide some data on the method of installation, types of luminaires used, their spacings, lamp sizes, etc.

### Floodlights Used

Several references will be found in this discussion to open and enclosed floodlights, stating that either may be used. Most open floodlights making use of Alzak finished aluminum reflectors can be converted into enclosed floodlights by the addition of a door glass and retaining ring. The use of enclosed floodlights is strongly recommended for all winter sports' applications because rain, sleet and snow often result in lamp breakage. The only alternative to the use of door glasses is the use of hard glass lamps to avoid lamp breakage. Door glasses not only protect the lamps but also prevent harmful accumulations of dust and dirt on the lamps and reflectors.

### The Ski Hill

Lighting for night skiing may be divided into three classifications. First, lighting of ski hills; second, lighting of ski slopes; and third, lighting of ski jumps. Each lighting system employs a different method of illumination and as the sport becomes more hazardous requires more illumination. For example, Illustration 1 shows the method of lighting for the typical ski hill. Light poles are placed at the top of the hill and spaced from 50 to 100 feet apart, depending upon the area to be illuminated, the beam spread of the floodlights used, and the number of floodlights mounted on a pole. The usual requirements are for one wide beam (85°) to a pole. This floodlight may be either of the open or enclosed type. Etched Alzak finished aluminum reflectors, which widen out the light beam, are recommended for use in the floodlights and each floodlight

# Winter Sports at Night

By Robert J. Swackhamer  
Illuminating Engineer

should be capable of accommodating a 1500-watt Mazda lamp. From .05 to 0.1 watts per square foot of ski hill should be provided.

### Lighting Ski Slope

Illustration 2 shows a ski slope and a diagram for the installation of floodlights. The ski slope, being somewhat longer than the average ski hill must be illuminated in a different manner. Floodlights are usually mounted on poles or convenient trees located in staggered arrangement down the sides of the slope, as illustrated. The distance between these light poles may be from 300 to 400 feet. Floodlights should be mounted at a height of not less than one-tenth of the spacing of the light poles. For example, if the light poles are mounted 300 feet apart down the slope, the mounting height of the floodlights should not be less than thirty feet above

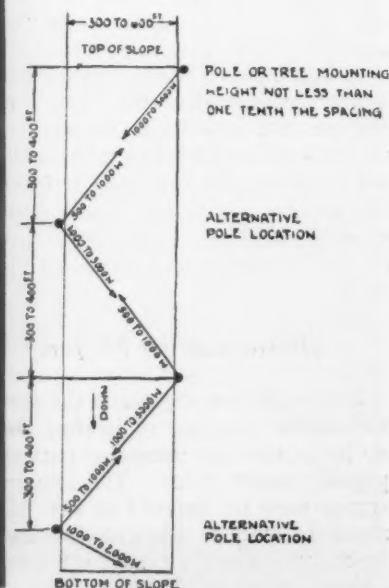


Illustration 2—Ski slope and the method of installation of lights.





Illustration 3—A ski jump lighted.

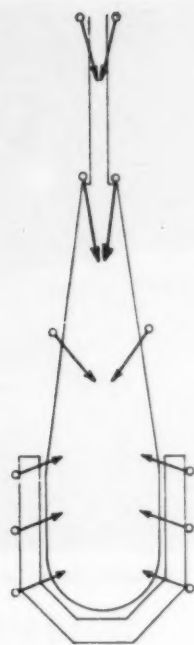
the ground. At least two floodlights are recommended for use on each pole location along the slope. As indicated in Illustration 2, these floodlights should be directed up and down the slope. Usually from 1000 to 3000 watts of light, depending upon the degree of illumination desired, and the spacing and area involved, should be directed down the slope. From 500 to 1000 watts of light should be directed up the slope, in the manner shown in the sketch. A ratio of approximately two watts down to one watt of opposing illumination provides best visibility.

The reason for lights both up and down the slope is to provide visibility by silhouette as well as by direct illumination. For example, with light directed down the slope only, it would be perfectly possible for some small obstruction to become concealed from the view of the skier. With light directed up the slope, this obstruction would stand out in silhouette and could be readily seen and avoided.

Satisfactory ski slope illumination requires approximately the same wattage requirements as ski hill illumination. If the slope is free from natural hazards, and not dangerously bounded by trees or forest, .03 watt per square foot of slope will provide adequate visibility, or an average of approximately four times full moonlight.

#### *Illumination for Ski Jump*

The reader can appreciate the necessity for careful planning of lighting for the ski jump, the most dangerous part of that popular winter sport. The illumination system must be designed to meet the demand for even an adequate lighting. Illustration 3 shows a typical ski jump and a sketch of the lighting plan which will be discussed here. Light poles should be



placed opposite one another and at intervals of 200-300 feet apart down the ski jump. One floodlight to a pole, with 1000 to 1500 watt lamps, is usually sufficient. These should have an average mounting height of thirty feet. Floodlights with Alzak aluminum reflectors which offer accurate control of the light should be used.

These floodlights should be directed down the jump, as indicated in the sketch. At the bottom of the jump, the floodlights should be directed in the manner prescribed in the sketch. A mounting height of forty feet is suggested, and pole spacing of about eighty feet apart and opposite. The seating facilities along and at the bottom of a ski jump must be taken into consideration when the illumination is planned. Obviously there are two problems involved, safety to the jumper and visibility for the spectator.

#### *Toboggan Slide Lighting*

Tobogganing at night is another winter sport which is destined to become increasingly popular as lights are installed on slides. Illustration 4 shows a recommended method of installation of a floodlighting system. Relatively high levels and fairly even distribution of light are not absolutely necessary for this type of sport, as it is for the ski slope or ski jump. Intervals of low illumination at certain points along the toboggan slide do not interfere with the enjoyment or safety of this sport. Floodlights mounted on poles twenty-five feet above the ground, and spaced in staggered arrangement from 75 to 100 feet apart, are recommended. These lights may be located as far as thirty feet

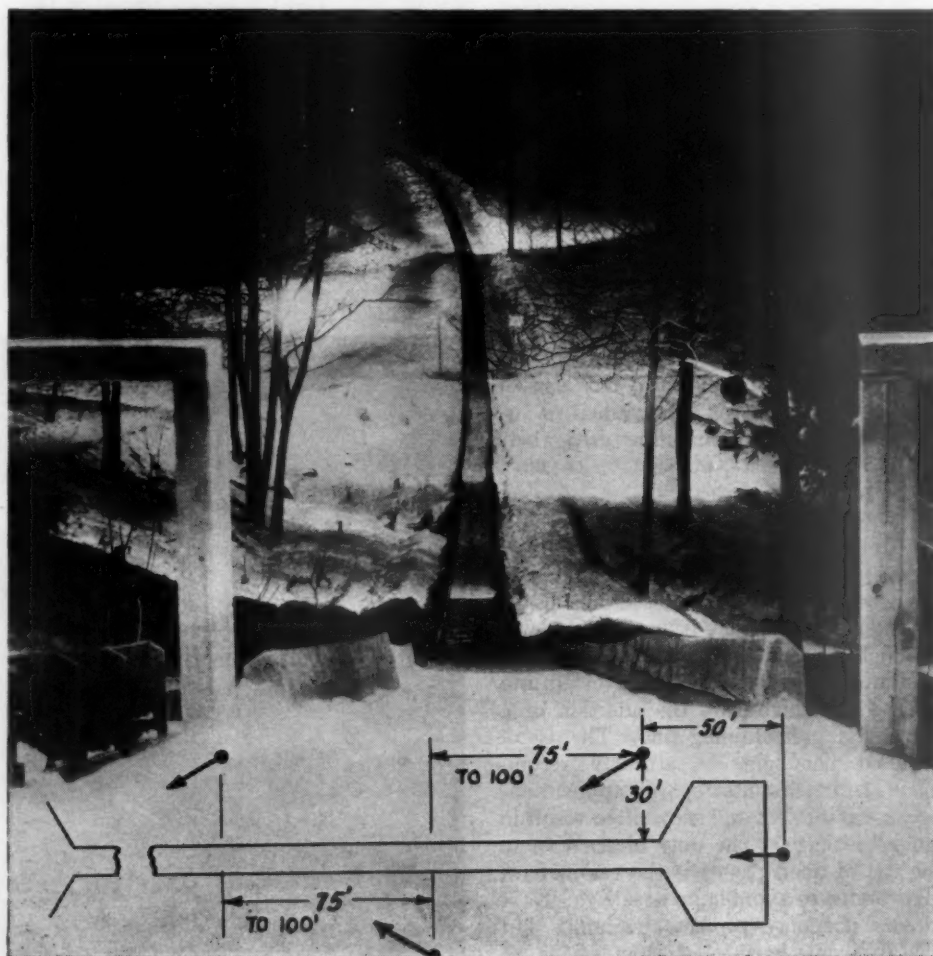


Illustration 4—Sketch showing suggested layout for installation of lights on a toboggan slide.



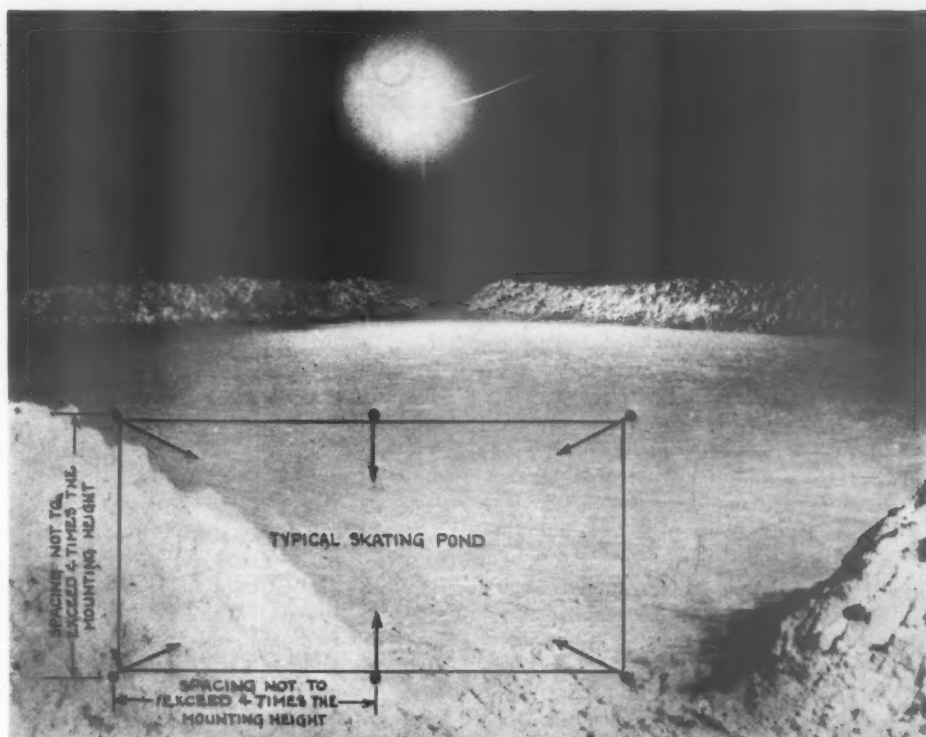


Illustration 5—Layout for skating pond lighting.

away from the slide, depending upon local conditions. Floodlights with etched reflectors and with 500 to 1500 watt Mazda lamps are recommended, and may be of either the open or enclosed type. One floodlight is usually sufficient for each pole

location. More may be used if desired.

#### Lighting for the Ice Skater

Ice skating at night has long been a favorite winter sport after dark. Rec-

reation officials have been quick to recognize the popularity of this sport, and ice skating under lights has become the most common of all winter sports at night. In the installation of a lighting system for ice skating, a minimum of .5 watts per square foot of ice area should be used. Floodlights should be mounted at a minimum of twenty-five feet above the ice and poles spaced to obtain a uniform distribution of light. Illustration 5 shows a sketch of a typical lighting installation for a skating pond. The mounting height should not be less than one-fourth the spacing of the floodlight poles.

#### Ice Hockey After Dark

Here is another winter sport which, when played under lights, demands that the lighting system be designed carefully. Areas of darkness, or of low visibility, cannot be tolerated for they may hide, or obscure the puck either from the view of the player or the spectator.

As shown in Illustration 6, a well lighted hockey rink, the light poles should be spaced at 50-foot intervals along the side lines, and about twenty feet from the playing area. Eight poles are recommended for a regulation size rink, four located on each side of the rink and placed opposite one another. The end poles should have two floodlights each, while

(Continued on page 40)

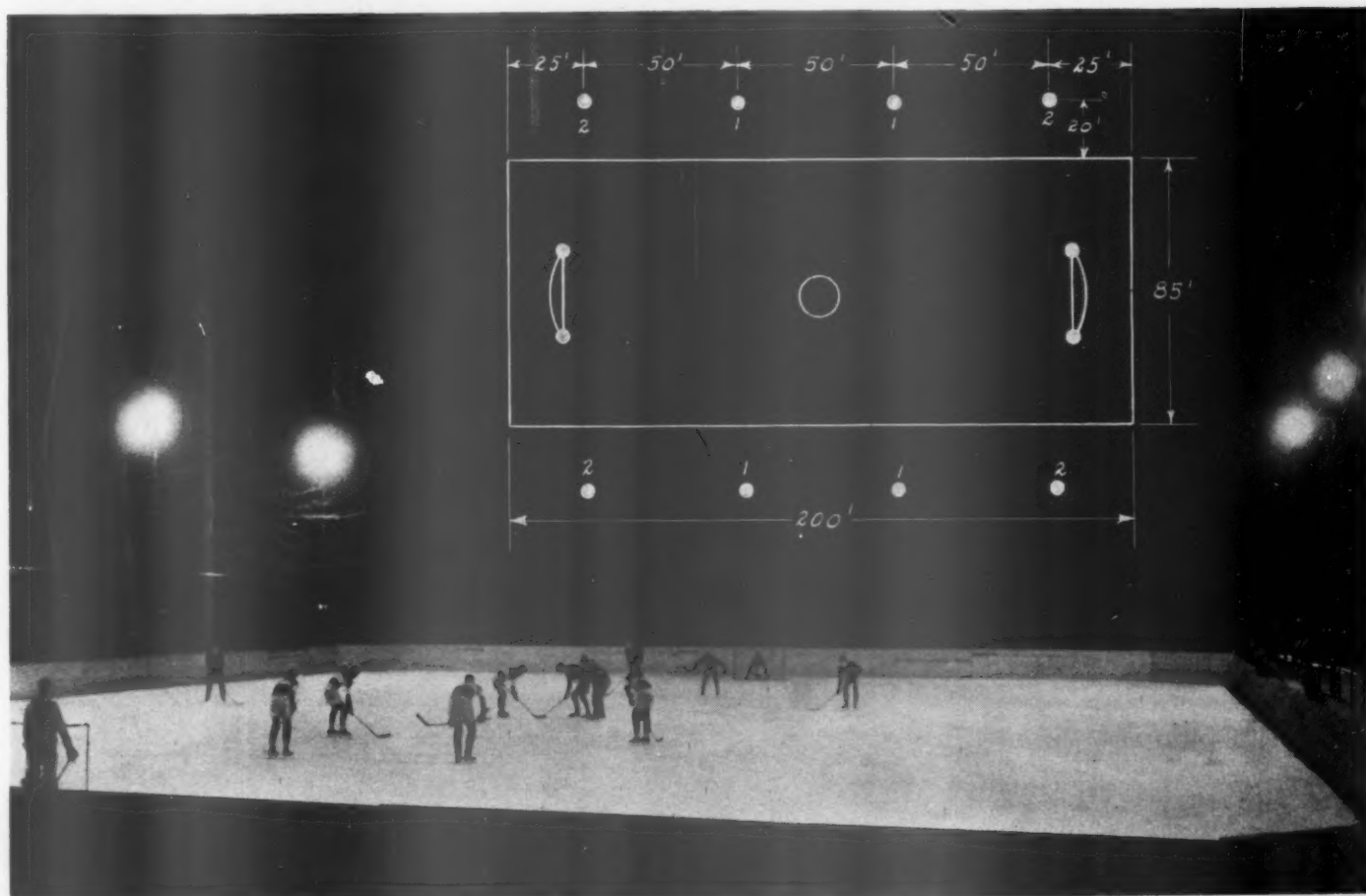


Illustration 6—Suggestion for hockey rink lighting.

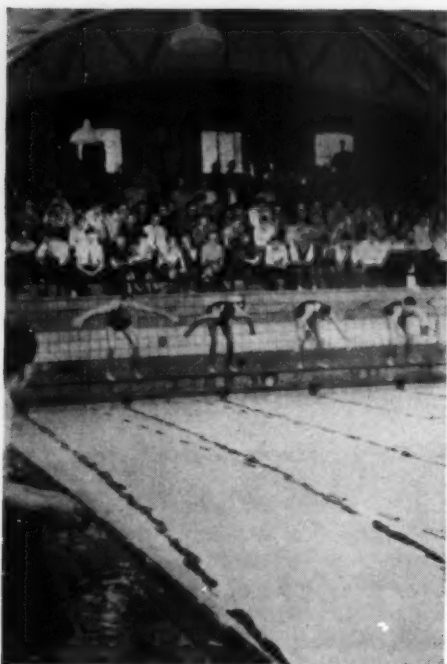


Illustration 1 shows a start in a collegiate dual meet.

**W**HEN the swimmer has acquired the fundamental techniques of a stroke, he is ready to train for competitive swimming. The perfection of competitive skills is a slow process and success can be achieved only after years of practice. The highly organized skills, such as pre-race habits, starting techniques and emergencies, are described in this article.

The training for starts should never be postponed until the swimmer becomes a champion threat. The racing start is very complicated and it is important that the coach direct the swimmer's attention to the starting techniques during the early training days. It has been my experience to notice that many novice swimmers assume an indifferent attitude toward racing starts. They are convinced that the start is just an indispensable formality needed to commence activities. This attitude is a result of improper coaching and training.

#### *Pre-Race Habits*

A good start involves more difficulties than merely "getting away from the wall" when the starting official fires the gun. In most cases, the flagrant starting faults are the results of untrained mental attitudes, not of bad starting techniques. The coach can help the swimmer through this phase of training by broadening the athlete's training program to eliminate the possibilities of mental conflicts. The coach must understand the functioning of the athlete's central nervous system and realize that the swimmer, being a specialist in a certain form of muscular activity resulting from his training in co-ordinating and integrating all of the body's functional systems, reacts to definite mental stimuli. When

# Racing Starts

*By Russell Lindberg*

the athlete's central nervous system is stimulated, it produces a complex series of reactions that affect the muscular, digestive, circulatory, respiratory and excretory systems. The effects of the mental stimuli vary with each swimmer, but as a rule, the effect is inversely proportional to the thoroughness of the training program. The more thoroughly the swimmer practices all of his swimming skills, the less apt he is to react to thoughts about a swimming race.

The mental conflicts associated with athletics are natural processes but they must be controlled before they recur over a period of time. Some athletes are habitual worriers and exhibit their restlessness as soon as they discover the date of the next meet. Other swimmers, however, having had better training programs do not lose their emotional balance until they analyze the field of competition. During my years of competition I have always experienced the thrills associated with each race, and I believe that very few swimmers fail to escape the emotional disturbances present when they step upon the starting platform.

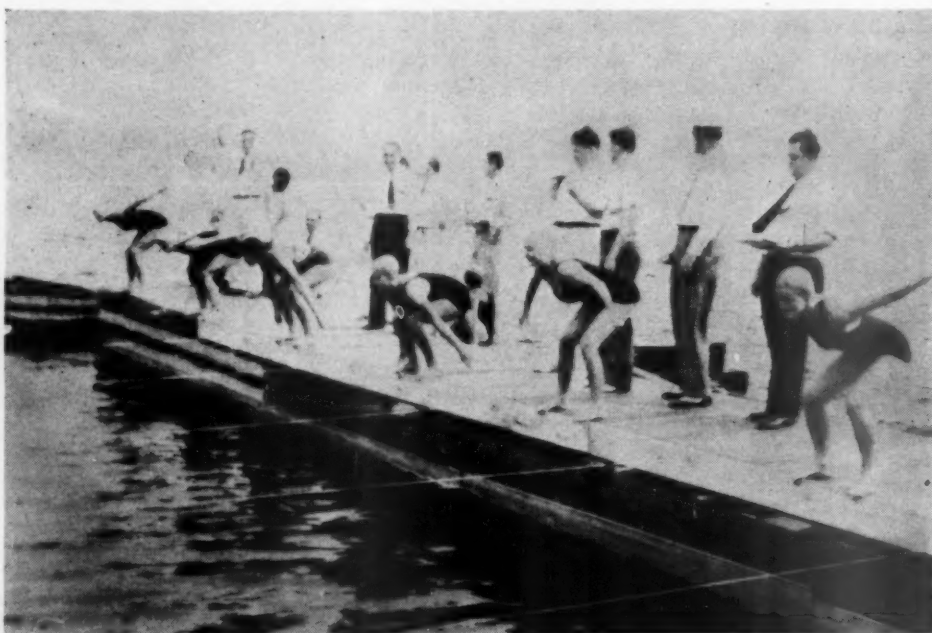
The effects of mental conflicts are usually noticeable the day of a meet. The athletes, when trying to refrain from unnecessary activities, discover an excessive amount of time on their hands and naturally attempt to solve the possible outcome of the race. This emotional disturbance usually causes the swimmer to lose his appetite. Therefore, the swimmer, due to these emotional disturbances, must force

himself to follow his normal dietary habits. When the swimmer is on the starting platform he experiences peculiar physical reactions. There is an empty feeling in his stomach that almost nauseates him and there is an uncontrollable impulse to "jump" the gun. This feeling of tension disappears as soon as the swimmer hits the water.

#### *Starters Habits*

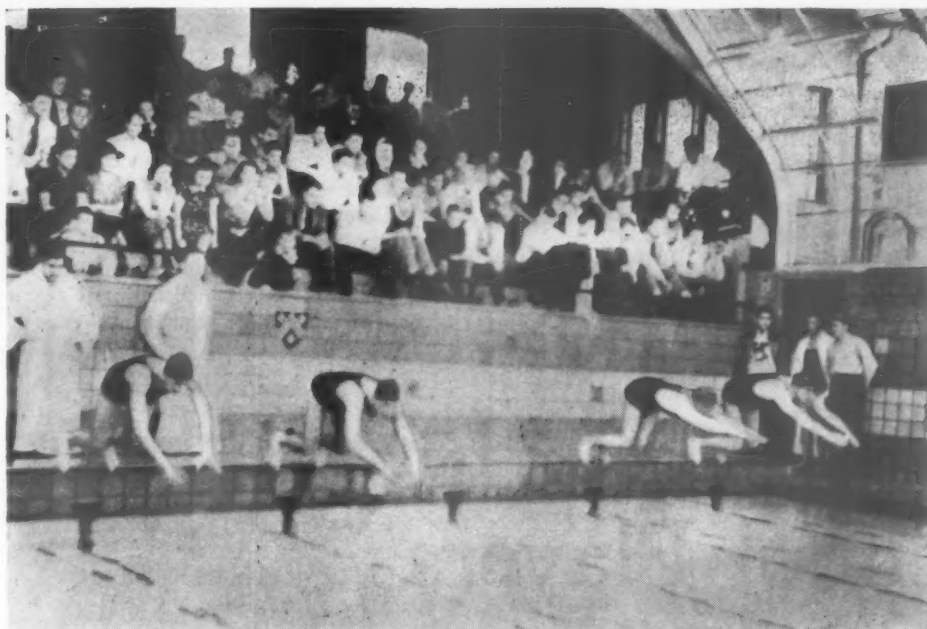
Every swimmer should form the habit of studying the style of start employed by the starter. If the analysis should reveal that the starter gives cues before he fires, the swimmer can adjust his movements to coincide with those of the starter's. As a result the swimmer can perform a perfect start. Once the athlete learns the style of the starter he should not watch the starter's movements but, coordinate his movements to react a little in advance as if attempting to "jump the gun." An athlete cannot be disqualified for "jumping the gun" because it is the duty of every starter to see that no contestant secures an unfair advantage on the start. The only starting rule that affects the swimmer is that which disqualifies the swimmer for making three false starts.

The starter's commands must conform to the rules that govern that organization. Each starter employs his own peculiar habits when executing those rules. The swimmer should capitalize upon every cue when the starter betrays his movements.



In illustrations 1 and 2, notice the different starting positions, as regards knee bend, crouch and the starting positions of the arms.





Illustrations 3 and 4 show the take-offs in a Collegiate dual meet and International Girls Meet, respectively. Notice the knee positions and toe grips.

Some starters raise their gun when ready to fire, thus giving the swimmer an opportunity of starting into motion the moment the gun-arm is raised. Other starters blink their eyes before they fire the gun. One movement that telegraphs the starter's intentions is an unconscious bracing of himself for the fire. *One fundamental rule the swimmer must remember is that it is much safer to time his movements according to the commands of the starter rather than to anticipate the commands.*

Every starter follows his own definite pattern of movements and, with a little practice, the swimmer should be able to perform his movements simultaneously with those of the starter. Some starters say "take your mark" and then quickly fire the gun. If a swimmer did not know the style employed by the starter he would be caught "flatfooted." This style of start is generally used after a swimmer has made one false start. Another common habit of starters, especially a beginning starter, is that they are afraid to call back the competitors if one athlete should steal. It is not ethical to take advantage of this condition but I have seen it done purposely.

### Emergencies

When the athlete steps on the starting platform he should be trained to cope with any emergency that should arise. Before every race the swimmer must understand every phase of the race. He should inquire from the starter the manner of qualifications, number of heats, number of lengths to swim, and the number qualifying in each heat. If the swimmer knows these facts he can swim according to his best interest. Swimmers sometimes misunderstand these rules and unintentionally lose races.

The starter cannot begin a race until all of the contestants are ready. If a swimmer needs to adjust his suit, cap, etc., he should immediately step back from the starting platform. Once upon the starting mark the starter assumes that all of the swimmers are set for the start. Many a contestant does not know how to conserve his energy on the start. He should be in a proper position to maintain his body balance and be able to drive quickly from the wall or relax in case another swimmer makes a false start. When a swimmer makes a false start he should continue his dive into the water and plunge relaxed about ten to fifteen yards, that is,

if he does not hear the gun go off as he falls forward. The swimmer should take his time returning to the starting platform and avoid any unnecessary exertion, with the specific instructions from his coach to use the steps instead of climbing the wall. As a rule starters usually give the athlete a chance to dry and secure a little rest before resuming the start. When another swimmer makes a false start it is wise for the remaining athletes to sit down and wait until the start is resumed. If a swimmer feels that he is falling off balance before a start he must be coached never to jump into the water. The athlete must be carefully instructed at all times to dive into the water because the starter may fire the gun as the swimmer is anticipating jumping in. Some swimmers have injured themselves simply because they did not know that it was easier to dive into the water instead of trying to break their fall by grabbing a diving board, wall, rail or any available obstacle.

In a few cases the slippery condition of the tile surrounding the edge of the pool is the cause of bad starts. If such a condition exists, a damp towel, placed over the slippery starting position will aid considerably to offset the adverse matters because of the traction offered by the towel.

In the backstroke start the wrong position of the feet upon the wall may cause a bad start. If the feet are not planted directly upon the wall in front of the body, one foot may slip off as the swimmer bends forward to apply more pressure.

The relay start is neglected by most coaches. This event does not occur as often as the other races, but the swimmers should know how to eliminate lost time by understanding the fundamentals of relay starts. To master certain phases of relay



In Illustration 4, notice the different angles at which the girls are leaving the starting platform.



competition to a high degree of perfection, each swimmer must be drilled consistently and patiently in his specific place. These phases are finishes and starts. The finishing spurt must be made the strongest of any part of the race regardless of how much lead the swimmer secures. The next starting partner must begin the preliminary movements of his start as the preceding swimmer approaches the wall. If every member of the relay sprints into the wall at the finish the next partner can start into action the moment the preced-

ing swimmer is about a yard from the wall. In some relay races the touch-off officials interfere with the swimmer's timing. It is a good policy to have the swimmer rely upon his own judgment instead of waiting for the touch-off official to allow him to start.

### The Start

Regardless of the distance, the starting techniques are the same for all races, but, in some cases the start plays a more im-

portant role. In the short-distance sprints the athlete's success depends upon his superior ability of faster starting to surpass his rivals, and it is foolish for any swimmer to neglect the start and think that his strength is sufficient to overcome any lead, lost at the start. The coach should make his athlete understand that the race begins when the starter fires the gun. The swimmer should reveal a calm, confident attitude as he steps upon the mark even though he has anxiety over the outcome of

(Continued on page 40)

# Analyzing Screens for High School Players

By William G. Keegan

High School, New Dorp, Staten Island

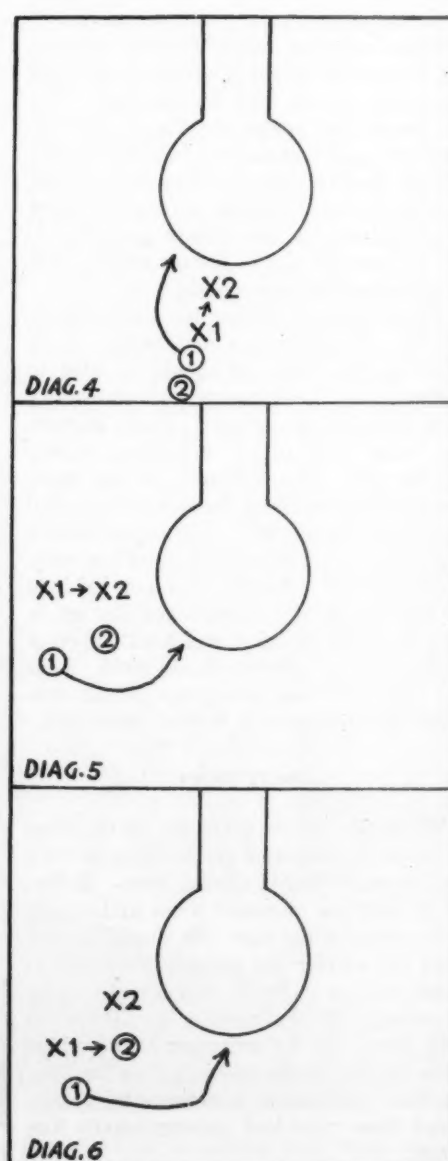
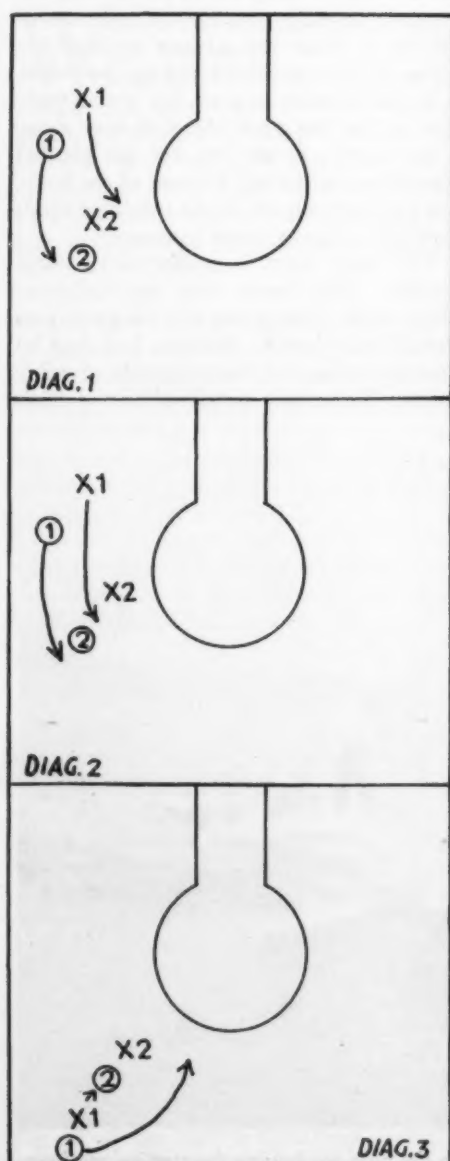
**A**LL screens may be divided into two types, the longitudinal and the transverse or those occurring from contact lengthwise of the court and those occurring while the players are moving across the court.

The longitudinal screens may be subdivided into three types as shown in the diagrams. In Diagram 1, X1 is screened by his own team mate X2 while his opponent O1 is free for a set shot. In Diagram 2, X1 is screened by an opponent O2 while the player X1 is guarding O1 who is free for a set shot. In Diagram 3, X1 has followed his opponent O1 out to the middle of the court and found himself screened by O2 when his man O1 cut for the basket. In Diagram 4, X1 moved between two players X2 and O2 and found his path to the basket screened by X2 when O1 cut. Arrow shows the direction in which O1 cut.

The transverse screens may be subdivided into two types. In the first, a player is screened by his team mate and in the second he is screened by an opponent. Diagrams 5 and 6 demonstrate these latter two screens. The arrow shows the direction in which O1 runs.

All the screen plays in basketball, whether they occur from outside balls, jump-balls or in actual scrimmage, upon analysis, will be found to be one of these five plays merely placed in another setting. For instance, the play in Diagram 3 is used by some teams on outside balls, jump-balls and in scrimmage.

If a high school player has the two main types of screens clear in his mind he can soon learn to analyze and anticipate these plays during the game. The most difficult plays for a defensive player to combat are those shown in Diagrams 3 and 4. In these two screens the play is behind the man being screened and he cannot see the player screening him.



# Analyzing Fundamental Wrestling Techniques

By Finn B. Eriksen  
West High School, Waterloo, Iowa

**T**HE fundamentals of wrestling are much the same the world over. Fundamentals apply to the teaching of the rudiments of all phases of wrestling where technique is being developed preparatory to the appearing of a versatile wrestler. Some rudiments are essential and must be stressed early in the season, and some fundamentals must be carried all the way through the season. Coaches have conflicting opinions or ideas with regard to the teaching of fundamentals but all recognize their importance and value. Several fundamental principles will be mentioned in this article, but when and where to stress each technique will depend upon the judgment of the coach as well as upon the peculiarities of each wrestler.



In Illustration 1, the aggressor applies a half nelson, and the defensive wrestler raises his head to make his neck shorter, thus less leverage can be applied. Note: It is much easier to prevent an opponent from securing a hold, than it is to get free once he gets the hold.



Illustration 1A—Any exercise which tends to strengthen the neck muscles is important in wrestling.

## The Head and Neck

The longer the neck, the greater is the leverage to be obtained upon it. Accordingly, when the aggressor seeks a neck hold, the opponent raises his head or draws his neck in between his shoulders in order to shorten it as much as possible. For example, if his opponent tries to secure a head hold he pulls his neck in; if he tries to apply a half nelson he raises his head (Illustration 1). In both cases the neck is shortened and thus less leverage can be applied. Because the neck muscles are often used in wrestling any exercise which

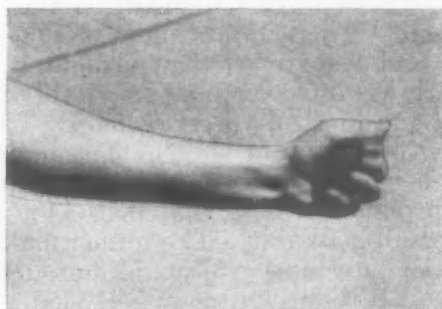


Illustration 2—Some wrestlers develop the muscles in their hands by squeezing a small sponge rubber ball.

tends to develop and strengthen these muscles is important (Illustration 1A).

## The Arms and Hands

Caution must always be observed, especially by the wrestler who is over his opponent when the latter is on the mat, not to dangle his arms or allow them to hang loosely over his opponent's shoulder. Learn to stay back of the opponent's arms or armpits when he is on the mat. If the wrestler who is on top is careless, the wrestler who is underneath is given an opportunity to seize the arm or hand and pull his opponent into a position from which it is easy to obtain a fall or get behind him. Many beginners get excited when they are in a wrestling match and get up too far near the shoulder of their opponent.

The holding-power of the hands is also of great importance, and may be strengthened by various exercises. Some boys develop the muscles in their hands by squeezing a small sponge rubber ball, while others

strengthen their grips by climbing a rope, using only their hands (Illustration 2).

## The Elbows

The elbows should, so far as possible, always be kept in close to the sides. By failing to observe this rule some of the most powerful holds in wrestling are opened to one's adversary, while if the elbows are kept close to the body many effective holds are prevented. This mistake is often made by a beginner in wrestling.

## The Back

In all positions where the aggressor comes under his opponent for the purpose of lifting him up to take him to the mat, he should keep his back as straight as possible. This is done by bending the knees rather than the back, thus getting the maximum use of the larger muscle groups (Illustration 3).

(Continued on page 22)



Illustration 3—When bringing the opponent to the mat, the aggressor should come down on one knee or both knees in order to keep the back straight, hereby getting the maximum use of the larger muscle groups.



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JOHN L. GRIFFITH, Editor

## Athletic Jeremiahs

**J**EREMIAH, through the years, has been generally recognized as public pessimist Number 1. In all ages, however, there have been those who were known as prophets of despair. In 1873 William Pitt, British Prime Minister, said "There is scarcely anything around us but ruin and despair." In 1848 Lord Shaftesbury wrote "Nothing can save the British Empire from shipwreck" and the Duke of Wellington in 1851, shortly before he died, said "I thank God I will be spared from seeing the consummation of ruin that is gathering around."

One of our famous public men, Ralph Waldo Emerson, some fifty years ago wrote in substance: "Society has played out its last stroke. It is checkmated. Young men have no hope, adults stand idle in the streets. None call us to labor. The present generation is bankrupt of principle and hope, as of prosperity."

There have also been prophets of despair as far as athletics is concerned. Back in the twenties some of these men prophesied the early end of college athletics, especially football. One of them likened football to a white elephant that was running amuck on the college campus. We recall of hearing an old friend who was very pessimistic regarding athletics frequently prophesy that the wind would be blowing through empty stands.

After the World War when we entered what Stuart Sherman designated as the Stadium Building Age in America, there were a number of athletic Jeremiahs who, thoroughly convinced that bigness is badness, prophesied the total collapse of the athletic structure.

In 1930 and 1931, we can all recall those who were suggesting that never again would these huge concrete football stadia be filled with spectators. We hardly need call attention to the fact that football crowds throughout the country this fall have been very large and that at some games after 50,000 tickets were sold, 10,000 to 20,000 other would-be purchasers were turned away.

Today there are those who, noting the tendency

on the part of certain institutions to spend their football earnings for recruiting and subsidizing purposes, fear that all the colleges and universities will follow their example. These men realize that, if this practice were followed by the majority of educational institutions, it would be only a question of time when highly organized intercollegiate sports would be abandoned by the institutions of higher learning. Granting that the conclusion reached by these persons is logical, we see no signs that professionalism has as yet reached an alarming stage. We do not believe that this practice will be continued until it spells the end of intercollegiate athletics for the following reasons.

First, only a few of the colleges and universities can afford to hire their athletes. Second, there is no advantage accruing to an institution because that institution pays its players, if its competitors spend a like amount of money each year for players' salaries. Third, the majority of the men who are administering college athletics are rational beings. Consequently they know that, when a sport becomes highly professionalized, the sport gradually declines. Such men, therefore, will not be foolish enough to do anything that will bring about the destruction of a game such as football. Fourth, if an institution allows outsiders to control athletics and athletic policies, in return for financing the teams, then ultimately these outside interests invariably and inevitably attempt to dictate general university policies. There are many instances of this sort.

The Jeremiahs perhaps have their places, but it is the men of sound sense and courage who realize that there is a job to be done and proceed to do it. These men make the prophets of despair later objects of derision.

## Alibis do not Pay

**O**NE of the coaches, after a game this year, criticized an official for calling what the official believed to be a foul for an illegal play. The coach insisted that the official was responsible for the other team winning the victory. An outstanding alumnus of the institution in question, having heard the coach's criticism, apologized to the official in behalf of the institution that he, the alumnus, and the coach represented.

When an official calls a foul, it is easy for a coach to let himself feel that the official is an enemy and not to be trusted. Neutral observers, however, see things differently and the finest exponents of fair-play and sportsmanship decry criticism of the officials following the game. The coach who can control his emotion, even though he feels the official erred, will win the respect of the better element in his institution and community. One of the wisest coaches, a man who has been connected with the game for forty years, recently observed that he had never known of a coach who had gotten a better job because he had criticized the officials.

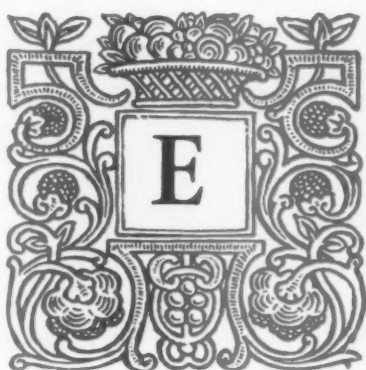
The fact is that the coach who constantly alibis his defeats by blaming the officials will lose the respect of the people whose respect is worth having.



# Christmas Greetings

*from*

## THE ATHLETIC JOURNAL



ACH year, as we extend Christmas Greetings to the high school and college coaches, we are reminded that our readers are the coaches, athletic directors and high school principals in the great majority of the educational institutions in this country and a few who live in countries beyond the territorial limits of the United States.

We find each year at this time that we are wishing that somehow or other we could sit down and talk about your problems, your victories and your ambitions.

In the football season that is just closed some have lost more than half of their games and some have had what is generally called a successful season. Next year the fortunes may change. Some teams this fall that were not rated very high last September rose to the heights and acquitted themselves nobly.

As we this Christmas time sit about the home firesides and think of the events of the past season, let us give thanks that we are Americans. We may say this without being smugly complacent, or being thought guilty of boasting. With the young men of so many countries of the world mobilized for war, we may well pause and consider why it is that our young men are mobilized for athletics instead of war.

Some people become impatient because this is not a Utopia in which we are living and suggest many schemes to bring about the millennium. If these people, however, were in other parts of the world, they would indeed think this was Utopia.

We of the Athletic Journal extend to you, who are carrying the athletic torch of idealism and who are exponents of the competitive life, our best wishes for a Merry Christmas and a Happy New Year.

# Analyzing Fundamental Wrestling Techniques

(Continued from page 19)

## The Legs and Feet

The wrestler should remember to keep his feet approximately shoulder width apart, thus securing a comfortable, wide-spread stance with the knees slightly flexed.

The body is bent forward from the hips with most of the weight on the ball of the feet, presenting good firm balance. That gives emphasis to the crouched position and aids shiftiness. A good wrestler has to have fast footwork. Since the leg muscles are stronger than the muscles of the arms it is of great advantage for a wrestler to use them in combination with his arms and hands. It requires much practice and experience to use the legs in good wrestling form (Illustration 4).

## Suppleness of Muscles

If a wrestler tenses his muscles, he unconsciously wastes a lot of energy which he might be able to use to better advantage later in the bout. Rigidity of pose and of muscles is always to be avoided. Quickness cannot be attained if this rule is ignored. An alert wrestler may have subtle relaxation of the muscles until the proper opening presents itself; the hold or block is then executed with sudden force.

This phase of wrestling has to be developed and comes by constant practice, and through experience on the mat.

## Timing

When a boy's timing is good he can do well in almost any sport from golf to wrestling. If his timing is bad, he cannot do well in any sport, although he may have all other things that it takes to win. Good timing means that an athlete is able to do the right thing at exactly the right split of a second. It cannot be learned, but it can be developed.

Wrestling on the mat tends to develop the timing needed for a wrestler to apply a hold efficiently at the proper time. While practicing, a wrestler should remember that practically all maneuvers can be ex-

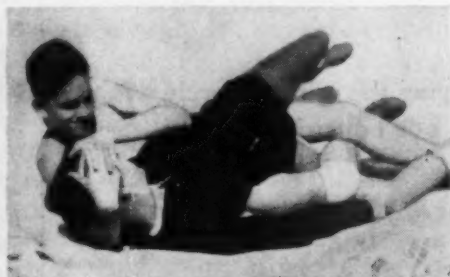


Illustration 4—It requires much practice and experience to use the legs in good wrestling form.



In Illustration 5, the wrestler underneath applies a wing lock by hooking his opponent's elbow. This hold is very easily blocked by the aggressor on top as he places his hand on the mat.



In Illustration 5A, the defensive wrestler is applying a wing lock by grasping his opponent's wrist. The latter hold is harder to block and can be applied faster, therefore, making it a more practical hold to use.



Illustration 6—The defensive wrestler should keep his knees and elbows close together so that the "scissors artist" will not be able to apply the scissors hold.

ecuted from the left side as well as from the right side. Sometimes the ability to be able to apply a hold on the opponent's left side as well as on his right side may be the deciding point in winning a close bout.

## Speed and Confidence

Every movement when begun should be made with vim, snap and confidence, whether it be offensive or defensive in its nature. If a wrestler has developed speed both in applying holds and when escaping from an opponent, he is going to be hard to beat. During practice sessions a wrestler should exercise and wrestle vigorously with plenty of speed and snap. Slowness is nearly always disastrous on the mat. It is, therefore, a good idea to have the wrestler study the possible weaknesses in his own style of wrestling, and learn that some holds may be equally effective when applied, but that some holds can be applied much faster than others. For example, when a wrestler applies the wing lock from underneath by hooking his opponent's elbow, and another wrestler applies the wing lock from underneath by grasping his opponent's wrist the latter method is much faster and not so easily blocked (Illustrations 5 and 5A).

A wrestler, in good condition who practices constantly to apply a hold fast and effectively will soon gain the confidence which is necessary to make him an outstanding performer. An experienced wrestler always has a set of holds which he uses with more confidence than others because they fit into his particular style of wrestling. A wrestler should make up his mind what he intends to do, and then do it quickly before his opponent has a chance to block it.

## Keeping in Motion

The wrestler underneath (when his hands and knees are upon the mat and

(Continued on page 41)



Illustration 7—When a wrestler has his opponent on the mat, the aggressor should keep him pinned there by his weight. Notice how the aggressor is keeping his opponent off balance by tying up an arm and pulling him to his side.

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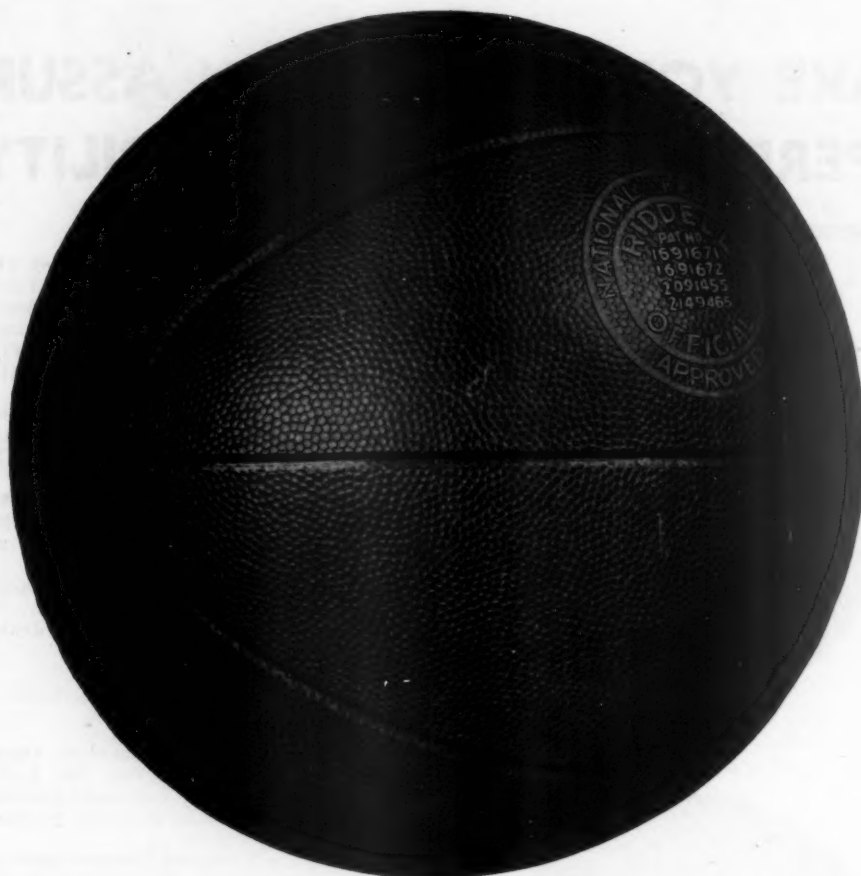
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## A Basketball Clinic

*The ready response by many coaches to the editor's request for aid in answering questions asked by the readers of this publication has been most gratifying. A list of questions recently received will appear in this section. It is hoped that many coaches will send in their replies (by December 15) so that they may be printed in the January issue. There are many coaches who have splendid ideas that would be most valuable, if passed on to other coaches. These columns make it possible for the coach who is too busy to write a long article, to contribute short paragraphs of value.*

**Question 1:** My basketball squad is small. I have two men 5 feet, 9 inches tall. I need offensive slow-break plays where the defense is man-to-man.

**Answer:** The following answers have been submitted to this question and the plays shown in diagrams 1, 2, 3, 5, 6 and 7 are suggested.

In Diagram 1, X5 and X4, guards pass the ball between them until X3 is free to receive a pass. X1 starts as the ball is passed to X3 and gets a pass for a shot from him. X1's guard usually will be screened by X2 or his own guard.

In Diagram 2, X4 bounce-passes to X2, then cuts around him. X2 fakes to X4, then passes to X1 breaking into the free-throw lane. X1 passes (bounces) to X4 who drives under for a shot. X2 may pass to X4 on the first cut-around or may wait till X4 has passed, then pivot and float the pass in to X4.

In Diagram 3, X1 passes to X3. X1 picks off or screens for X2 who either goes on in or passes to X5 who has been freed by X4's pick-off.

Diagrams 5, 6 and 7 show the use of a pivot man for a natural screen, X1 dribbles, passes to X2 after faking to X3. X2 passes to X5 who comes out to meet the ball. X5 fakes to X3, whose man is screened by X4, then passes to X2 from a pivot or to X3 in the center. In case of a switch, X4 will be open under the basket. In Diagram 6, note the triangle. X5 changes position with X2. In Diagram

7, note the pass may be made by either guard. The center must come out and meet the ball.

Another answer to this question reads as follows: "I had a small team last year except for two men and we used short passes and fast breaks rather than slow breaks and won the State Championship. Screen plays are very helpful in this case and in order to be effective small players must of necessity be fast."

**Question 2:** Is it a general practice among high school coaches to work very extensively on set plays?

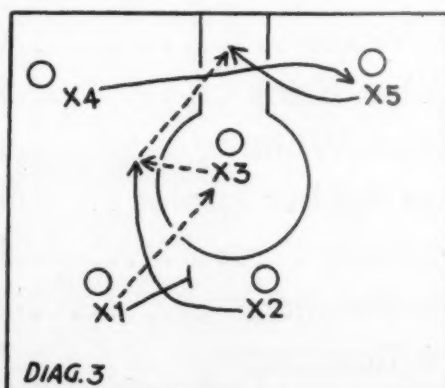
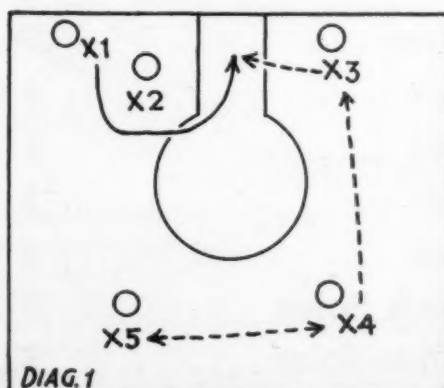
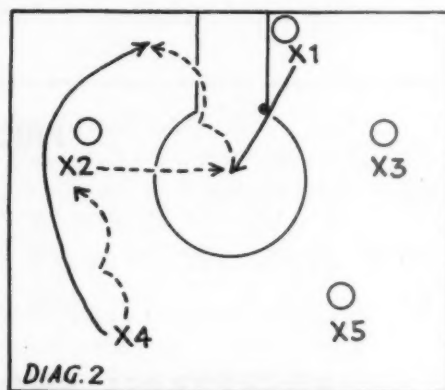
**Answers:** (1) That has not been the tendency in most high schools, I believe. Some of the larger high schools do work extensively on set plays, but that is not generally the case in smaller high schools. In cases where high school coaches use set plays there are out-of-bound plays as well as set-up plays for working the ball to the goal.

2. Yes, tap plays from any position on the floor, out of bounds, and after unsuccessful throws.

3. The practice is not general. Most set plays are slow-break type with a few out-of-bounds.

4. I use set plays mostly from out of bounds, otherwise we use a set-play as a start, but combine the system with natural set-ups, in other words, we do not hold the boy absolutely to the play that is called.

5. We spend considerable time in practice on set-plays, against the man-for-man





defense and against the zone-type defense. No time is spent on out-of-bounds plays, tip-off plays or plays of that nature.

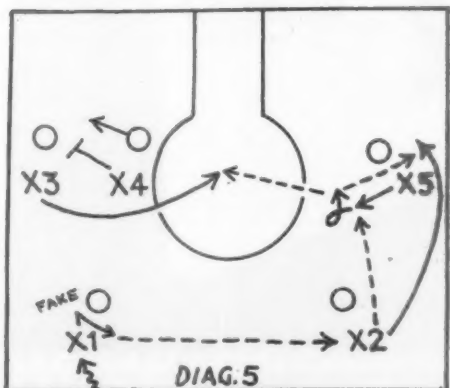
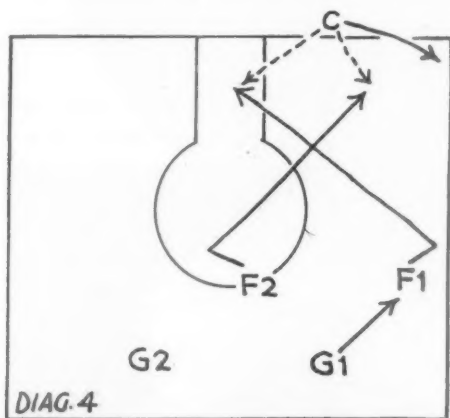
6. No. Set plays can only be handled efficiently after many years of experience.

8. In our sector, North East Texas Area, set-plays are little used. It has been my observation that most of the practice time is used in drills, fundamental work and scrimmage. I know, from my experience in handling boys that I get far better result from working on the fundamentals and then let the plays take care of themselves. I figure that boys good enough to, let's say, feint, pass and screen along with the many other fundamental habits will win anyhow. So why have plays? I believe teams that are terribly green should have someone tell the players where, when and how to go, but never a well trained veteran group.

Upon asking other high school coaches in this area about their practice sessions I find very little time is spent on set-plays. My own practice session finds about thirty minutes twice a week on set-plays (if our system may be called a set-play).

The boys might spend one-third of every practice on plays and run into a type of defense that ruins those plays in every phase. The average high school student will go right on with his play even if he knows it is not working. Soon they give it up and have the main part of their offense broken up. I like to train boys to create situations or take them when they are offered and try to play a "partner"-type of basketball.

9. Diagram 4 shows a play that we use.



Both F1 and F2 fake a couple of steps toward the side lines and then reverse and cut at an angle in opposite direction to the basket. G1 takes F1's place. In this maneuver F2 hesitates slightly to permit F1 to break ahead of him. Center has option to pass to either forward and comes back in for a possible return pass.

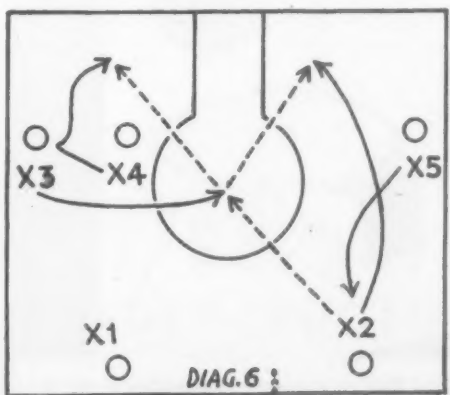
Question 3: Should a boy's style of goal shooting be changed from the unorthodox although his shooting is now average in accuracy?

Answer 1: I know that my views on this matter will clash with the various views as held by many coaches. There are many, many coaches who voice their opinion in the expression: "I don't care how they make them just as long as they make them," or often, "A basket is a basket no matter how the ball gets in." Yet these same coaches would throw up their hands in horror if a man dribbles or guards in an unorthodox style.

Out of my own observations I know that a high school boy will change his style, if unorthodox, gradually and surely to the correct method. A boy can be taught the fundamentals of shooting just as easily and surely as he can be taught the other fundamental styles in basketball, dribbling, passing, guarding, etc. Why not teach him such things as body balance, knee-bend, arm and hand position, direction of the eyes, unlocking of the wrists, etc. These things are so necessary to a good shot and yet are so easy to teach that every boy should become an orthodox shooter. It is my sincere belief that any boy, with natural ability, can be made into a good shot in two or three months.

After all, the orthodox set-shot is a combination of the best qualities of the good shooter. In changing the unorthodox shooter, he will miss at first after changing to the orthodox shot but he will improve if his interest can be held for awhile. Later on, he will improve by his own will and will be far better than just an average shot. In this change-over style the boy will have a sound underfooting for a good set shot. He will not be bothered by those "off" nights that the unorthodox shooter has and then wonders about.

I have been going over a few of my own



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opinions of the set shot. I am of the same opinion regarding the crisp shot. That shot has to be taken in orthodox style; unorthodox methods are taboo.

In training a young player of grammar school age the first thing that he is taught is the crisp shot; starting with a standing shot under the basket, later taking one step and jumping, and as he improves allowing him to go farther back until he can soon take a crisp shot in orthodox style while traveling at top speed.

As I mentioned in the beginning, these ideas will be criticized but I am sticking to them until someone shows me definitely that I am wrong.

Answer 2: Yes, unless his shooting is far above the average. If he can shoot one way the chances are he can learn another. An unorthodox shooter seldom lasts. He may get by for awhile on his peculiarity but he will seldom improve much.

Answer 3: We seldom change the style of shooting of a player if he is average or better in his accuracy. We do insist that his shots conform to certain rules as to the time of the shot, balance, etc.

Question 4: What offense and defense is recommended for a basketball court 30 by 65?

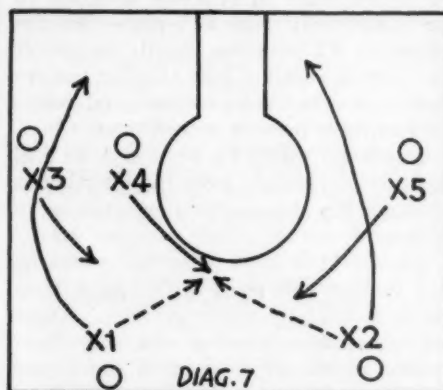
Answers: (1) Very fast-breaking offense with a goodly number of set-shots from far out-court with emphasis on the follow-in. A zone defense.

2. I would recommend the use of a fast break to get into the open before the defense gets set. On defense I would use the shifting zone type.

3. Use a simple type of pass and cut type of offense. Keep the player moving as much as possible. A zone defense is the best.

4. Zone defense with fast-breaking offense. Set plays will not work well because the court is too narrow. If you cannot

score before the other team gets their defense set, then take your time and work



the ball in gradually as long passes will not work.

5. Zone defense, and fast-breaking offense whenever opposing defense is not back. If opposing defense is back, some type of set offense must be used. I suggest keeping the center under his own basket all the time unless his height is needed to help retrieve rebounds from his opponent's backboard. Near his own basket, the center may receive a long hook-pass from his guard team-mates at the start of a fast-break.

## An Unusual Play

By Virgil Noble

South Intermediate School  
Saginaw, Mich.

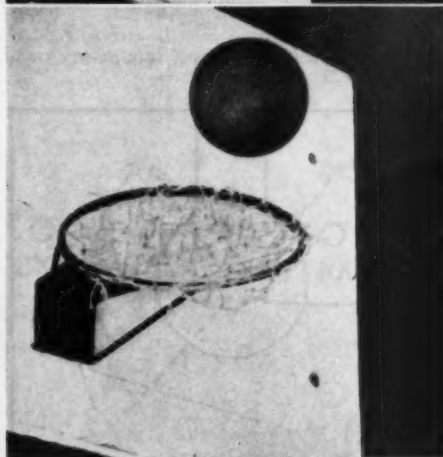
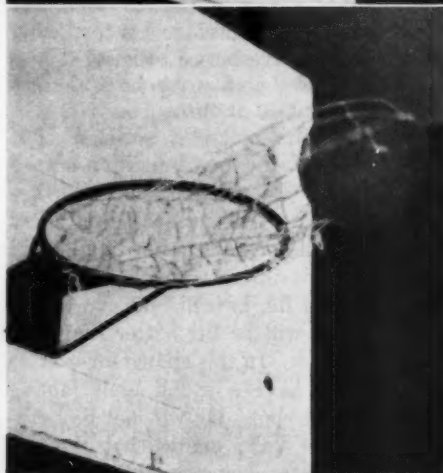
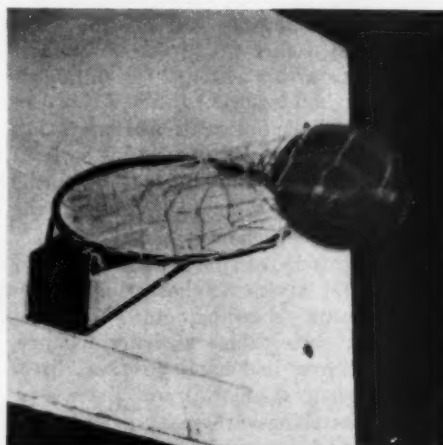
A few months ago while attending a coaching school the following play was brought to my attention by one of the visiting coaches. From an official's standpoint I began to wonder if such a play would be legal if scored in a game. I wrote to Chas. E. Forsythe, Director of Athletics in Michigan for his opinion on the play. He said that he was certain that a basket made in such a manner would be legal but suggested that I write Oswald Tower for an interpretation. Mr. Tower gave me the same answer as Mr. Forsythe. It is legal, but added that a player getting in that position would be better off to score in the conventional way. From my limited experience with this set-up I have found that junior high boys can score at least 80 per cent of the time. Without any coaching one of our boys found himself in such a position recently and scored. I agree with Mr. Tower that the conventional way is the best, but the chances to score are much better than he anticipates.

Description of the play:

The player stands in-bounds under the basket with the ball over his head in posi-



Illustration 1

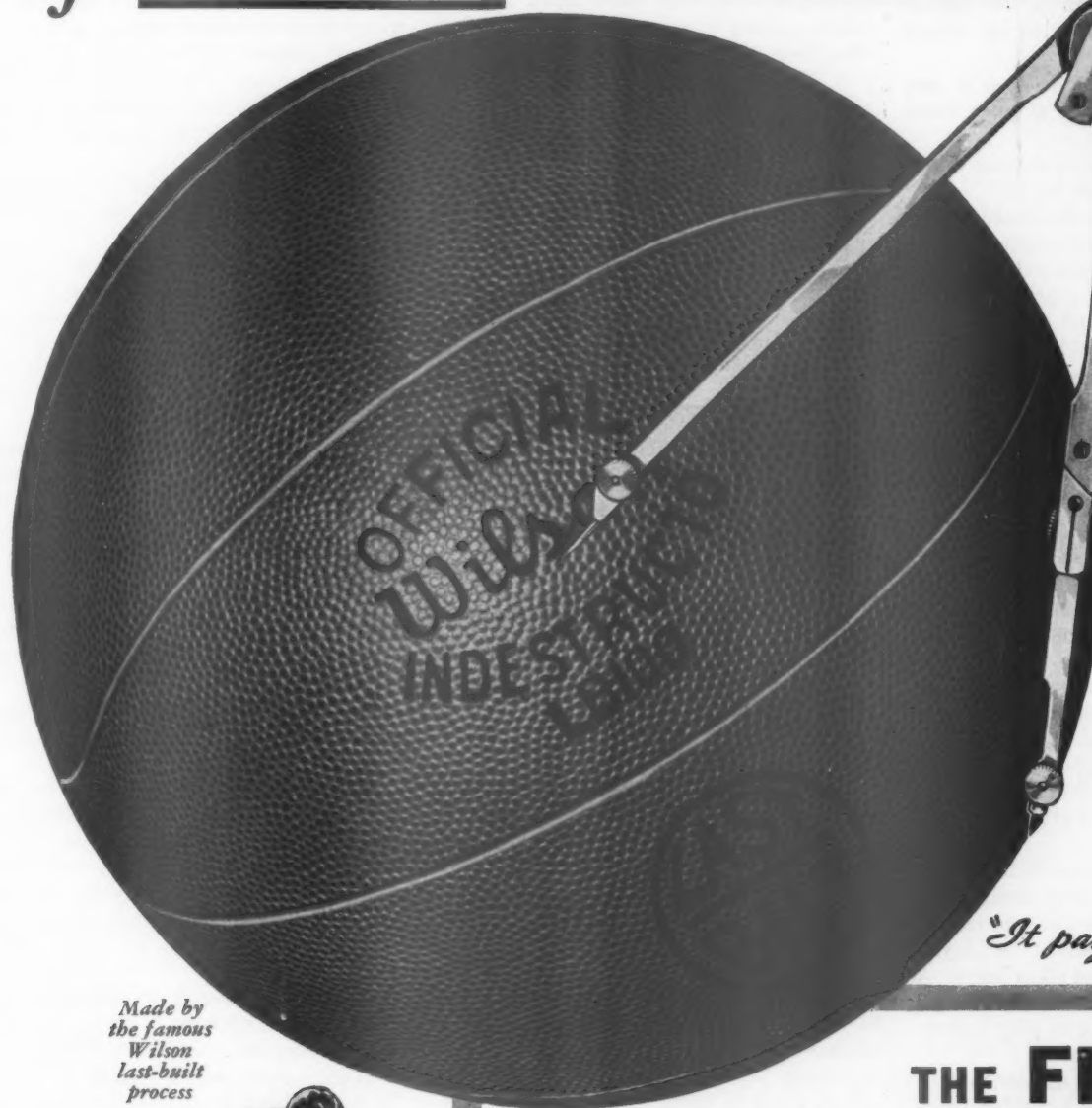


(Top to bottom) Illustration 2, 3, 4



Illustration 5

# BUILT OVER A LAST *of Absolute Roundness*



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last-built  
process*



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tion shown in picture, Illustration 1. The throw is made over-head with a top spin on the ball, flushing the net as in Illustration 2. The direction of the ball must be down court in order to avoid striking the under side of the rim. The longer the net the better the action for scoring. On some occasions the ball will stay in the position as shown in Illustration 5, but most of the time it continues through in the regular manner, the net returning to its former position.

Scoring from the side position is also possible but the percentage of goals is not as great.

Question 5: What type of defense would you suggest for a court 90 by 43?

Answers: (1) A strict man-to-man.

2. I would use a combination type of defense. Part zone and part man-for-man. More of the man-for-man principle must be used on the larger court.

3. Type of defense should be determined by players in this case and not court size. If small but fast—man-for-man. If tall but slow—zone.

4. Have tallest and most effective defensive man play a zone defense in the free-throw lane. Let the other four men play a shifting man-to-man defense on the front line of defense, spread out like a fan. Any thrust by opponents toward their basket is met by all defensive men falling back and converging toward their opponents' basket.

Question 6: Give suggestions for the prevention of staleness in basketball.

Answers: (1) Have a day's lay-off occasionally. For any single player, confine his daily workouts for a time to basketshooting and light workouts. A change in practice routine may help.

2. To my mind there is no such thing as physical staleness. To overcome mental staleness I would take measures to change the state of mind or attitude of the player. A rest away from the game often helps. A change in the practice routine often helps. As long as there is a desire to play basketball, there will be no staleness.

3. Give advice to players on how to keep physically fit, especially as to proper function of bowels. Check carefully upon time in practice. After season starts eliminate all hard practice.

4. Careful planning of schedule and sometimes call off practice.

5. By not permitting the boys to practice more than a regulation game at any time and by carefully watching their condition and checking their weight.

Question 7: When, if ever, is a coach justified in taking his team off the floor and refusing to play because of apparent unfair officiating?

Answers: 1. I would say NEVER. If you have already started to play and the team you are playing is dirty or the referee is unfair go on and finish that game as good sports as possible. At the end of the game tell the referee that you disapprove of his

type of refereeing and that you will not play under him again. Also tell the other coach that you do not wish to schedule his team again. It seems to me that such teams as do not play fair should be left out when schedules are made and all neighboring coaches should know the type of game those teams play. Always play the game out knowing that you will get beat, but do not schedule that team again and tell other coaches in your neighborhood what they may expect if playing that team.

2. Never. It is his own fault that the official is in the game.

3. Never is a coach justified in this act. He must teach his boys to understand that the sport is too great to be spoiled by an individual. Coaches are not forced to play in such places where such actions are in vogue.

4. I can not ever think of a situation in which the coach would be justified in taking his team off the floor because of unfair officiating. Play the game.

---

**QUESTIONS** on which replies are requested. Send your answers by December 15th. What is the best way to handle a good basketball player who wishes to be a one-man team?

What pass is the best to use in getting the ball to the pivot-man?

How many games in football, basketball and hockey should a high school team play each year?

What is the best type of offense to use against a zone defense?

I would like suggestions for an athletic circus or fair. What training rules may be suggested for high school players? What steps should be taken to enforce them? Would you place the best point getter in the pivot position?

---

5. I do not believe in taking a team off the floor for any reason.

6. A coach is never justified in taking his team off the floor. The officials are selected to run the contest. I think its more advisable not to play a school where the officiating does not meet the required standards.

7. A coach is never justified. If an official is seemingly unfair, the coach should make the best of a bad situation.

This question was passed on to some twenty or more coaches for reply. A few of the answers are copied verbatim. The editor is especially pleased with the good sportsmanship shown by the coaches of today.

Question 8: If you have a strong basketball team of veterans, should you have a large number of hard games before a tournament or a limited number.

Answers: 1. Hard games do not hurt a good team, if the players take these games just the same as any other game. It is pointing for particular games that is bad upon a ball club.

2. We have proved that a stiff schedule pays dividends.

3. If you have a strong team of veterans

it will not make any difference about hard games before tournament time. However, it is important to have some hard games at the start of your season in order to bring out all the faults in the players.

4. As many hard games as possible. The stiffer the competition the better team one may have. Of course it is not a good plan to let a team get beat all the time. There should be a few games where the team can win to keep confidence in themselves.

5. A limited amount. Even a veteran team reaches its peak but few times in a season—and the peak should come at tournament time. A let-down always follows hard games.

Question 9: How will the rule that bank-boards be 4 feet from the end lines affect a zone defense?

Answers: 1. More elusive movement of offensive men under the basket will result, increasing the difficulty of a zone defense.

2. Very little as I see it. Zone defense can operate the same way with this case as if the players were closer to the end lines.

3. Our Denver league, and the state tournament were played on a court using the four-foot end line. Using a zone defense throughout the season we could find little difference in our defense on the four-foot court.

4. It will force the man "in the middle" to pull back closer to the basket and thus allow more space to shoot in from around the free throw line.

Question 10: Should a basketball coach teach man-for-man defense or zone defense first.

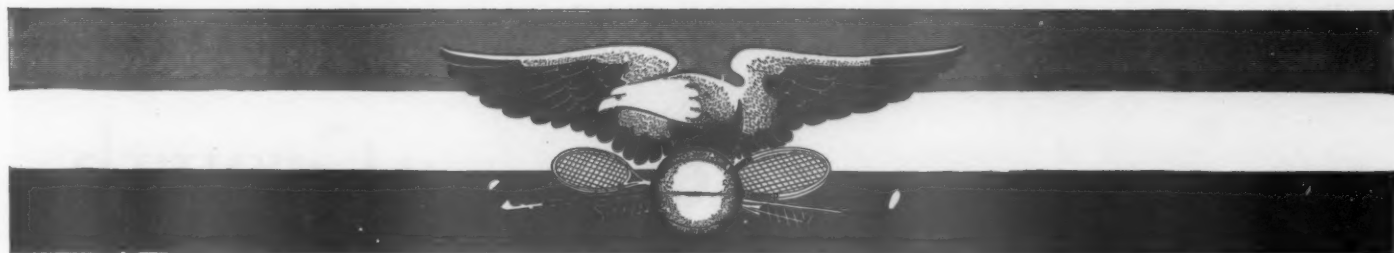
Answers: 1. I have always used the zone principle in defense. I first teach man-for-man defense for any coach knows that a good defense depends on the individual defensive ability of the players. All defense is man-for-man although certain special team defenses may go under other names.

2. Definitely man-to-man defense to emphasize the importance of footwork, balance, shifting, and being alert, keeping between one's man and the basket.

3. I would say man-for-man. The reason is that this type of defense seems to put more responsibility upon the individual player. That is, when a man gets away for a shot the responsibility belongs to the player who is guarding that man who made the shot.

Question 11: Last year the National Collegiate Association co-operated with the college basketball coaches in sponsoring and promoting a national collegiate basketball tournament. Will there be a similar tournament this year?

Answer: Yes, the National Collegiate Association Executive Committee at a meeting last summer, acting in response to a request from the Basketball Coaches Association voted to sponsor another tournament this year. Information regarding the time and place of the tournament will be announced later.



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**BASKETBALL EQUIPMENT**



Down-hill running

# The Growth of Skiing

By William T. Eldred  
Editor of Ski News

AS America's national pastime, baseball, was quick to find its expression in several foreign countries, we too have borrowed a sport which has pyramided in enthusiasm beyond the most optimistic hopes of its devotees.

It was not until a very few years ago that Americans looked upon skiing with the esprit that has characterized the athletic activities of this nation.

Never destined to attain the prominence of baseball, football or tennis in the competitive sports, due to its geographical restriction, skiing has been likened to golf by many. And by golf is not meant miniature golf, to which the pessimists have compared skiing. No sport requiring as much skill as is needed to become an expert skier can ever become a fad. A fad is a novelty that is easily perfected. Skiing, on the other hand, presents so many aspects that there are few, if any, who might be called experts in all its phases.

Skiing goes back to the Norsemen and in Oslo there is a museum where one still sees skis used more than 500 years ago.

Not the streamlined, perfectly weighted ones that we have today, but long, wide strips of wood used to enable the Norwegians to move around in the deep snow. Old prints still portray the helmeted warriors on their skis with spear in hand long before gunpowder was even discovered.

It was only natural that when the early settlers from Northern Europe came to this country to settle in the Middle West that the Olsens, the Johanssens, the Neilsens and others of Nordic origin would bring their skis with them, or at least quickly make them when they arrived. Skiing activity in the United States was therefore originally confined to areas in and around Wisconsin, Illinois, and the surrounding states.

The Norwegians, up to the present century, had more or less confined their skiing to jumping and cross-country, and naturally continued along the same lines here.

Jumping is now and always will be a spectator sport. Cross-country has not had many devotees in this country, since Americans seem to prefer the competitive sports, and the terrain of this country is in most places unlike that of Norway with its high altitude-skiing over treeless snow fields.

So for many years, American impression of skiing was limited to that of jumping which is only one of the four classifications now practiced. The others are downhill, in which lanes ranging from ten to fifty feet have been cleared on mountain sides down which skiers may match their ability to maneuver the many turns; slalom running, or the practice of skiing down through a course marked on an open hillside by double flags through which the skier must pass; and cross-country ski-



Herring-boning, the most popular method of up-hill climbing.

**WHILE** making no claims of being a skier of championship calibre, Bill Eldred has spent the past ten years following the development of the sport in America. He has written for several New York State daily newspapers and is editor and publisher of *SKI NEWS*, a weekly ski publication devoted to the interests of Northeastern skiing. He holds membership in twenty-five ski clubs in the East and is a graduate of Union College in Schenectady, N. Y., where he now lives.

ing which combines downhill, climbing and touring.

It was not until a means was found to bring skiing to the masses that its popularity spread like a prairie fire. The one stroke which did more to bring skiing into its own than any other single thing was the snowtrain, the first of which was run from Boston to the White Mountains in 1933.

Railroads were quick to realize the possibilities behind the promotion of ski trains and have even helped ski clubs become established in some areas. A person carrying skis in New York City prior to 1934 was either thought to be a member of a polar expedition or an escaped lunatic. However, this was soon to change and New Yorkers discovered the pleasure of the snows and found that a week-end at a Catskill or Adirondack resort could furnish much genuine fun and not cost any more than an evening of dancing at some of the New York hotels and clubs.

The contrast of log cabins, roaring fireplaces, miles of rolling snow-covered hillsides broken only by erect evergreens was such an utter change from the winter that most city dwellers knew that it was only natural for them to shout their praises of the sport which had brought them out to the wide, open spaces.

The result has been that skiers by the thousands now leave city and hamlet to spend their winter week-ends in the snow.

If any one person can be looked to as the prime mover in bringing skiing to its present popularity in the United States, it is Otto Eugen Schniebs. Otto, as he is known to thousands of skiers throughout America, came to this country some fifteen





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their visibility but because they are the most playable shape retaining balls ever made by Reach.

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# A. J. REACH, WRIGHT & DITSON

ATHLETIC EQUIPMENT

years ago from Germany. A watchmaker by trade, he found work at one of the watch factories near Boston, but there was another trade he also followed. During the World War he had been in charge of a ski platoon, and when he discovered the snow-capped mountains of New England, it was not long before he was again skiing—much to the amazement of staid New Englanders who thought that skis, like other toys, should be put away when one reached maturity.

However Otto soon taught a few of his friends the joy of skiing and it was not long before members of the Appalachian Mountain Club and the Harvard Mountaineering Club became enthusiastic pupils. In 1930 he was asked to go to Hanover, New Hampshire, the home of Dartmouth College, to organize skiing there.

Otto's successful tutelage at Hanover is now ski history and such names as Dick Durrance, Ted Hunter, Warren Chivers and many others rank high in international

ski circles. Dartmouth's supremacy in American collegiate skiing is almost legendary and although Otto resigned to go on to greater fields where he felt that he could spread skiing even more than he had done at Dartmouth, the same spirit which nurtured boys from non-skiers to Olympic contenders still hovers over the Indian campus.

Other colleges in the snow belt soon saw in skiing a sport that would bring their students outdoors during the winter season and rapidly fostered the organization of outing and ski clubs, if any fostering was necessary. Now nearly every college in the snow country has a ski team and even New York University, in the center of the metropolis has a ski team that travels hundreds of miles to ride the hickory runners.

But with the sudden outcropping of ski resorts in this country, a fact that has been prompted by profit motives in most cases to attract the Metropolitan skier's

dollar, major improvements were made for the skier. Slopes were cleared, tows were erected so that he might ride up as well as down, trails were cut down steep mountainsides, and millions of dollars spent in improving ski areas.

It was only natural for the local youths of a ski resort to become interested in the sport when they saw the grace and agility of some of the few skiers who had attained proficiency on skis. Lake Placid, well-known for its winter sports programs and publicized further by the 1932 Olympics, soon saw its youngsters on the ski slopes cutting corners with the best of the city vacationists.

If you were to stand beside the towering 60-meter Olympic jump at Lake Placid and watch youngsters still in their teens flash down the snow-packed slide, crouch and spring their legs like pistons as they fly out into space, you would realize what skiing can mean to the youth of America.

# Class Basketball

*By Robert C. Antonides*  
Morgan Park High School, Chicago

**T**HE physical education teacher is faced with a very perplexing problem during the winter when the boys in his class want to play basketball. How can a class of sixty boys participate in a game which accommodates only ten? This problem is partially solved by dividing the main court into two playing floors so that two games can be played simultaneously. Sometimes the number on the team is increased to seven or eight. In any of these solutions there is still a considerable number who spend a portion of the period as spectators.

I think better results can be obtained by modifying the game itself so that everybody can play for the whole period. Our gymnasium can be divided into two basketball courts 45' x 60' on each of which sixty boys can play at once. It has proven to be a more satisfactory solution to the problem than any we have previously tried. These are the modifications:

The players of each team shall arrange themselves on the sidelines of the court in a single line, facing the court, so that one team is on one sideline and the opposing team on the other sideline. The teams may number up to thirty players.

The basket on the players right shall be their own. (They shoot for opponents' basket).

Three players from the end of each line closest to the opponents' basket come out to the center of the court. These players now are called middle men. Those remaining on the sidelines are called linemen.

Play starts by a center jump at the start

of the game and after each basket is scored.

The middlemen play regulation basketball and the regular rules apply to them.

The linemen must keep at least on foot behind their sidelines at all times, but may do anything during the game that is allowed by regular basketball rules. This rule means they may receive a pass from a team mate, intercept a pass, block a pass or dribble or shoot, recover a ball, pass to a team mate (either a middleman or lineman) or shoot for a basket.

The middlemen may pass to the linemen and receive passes from them.

The middlemen must not go behind the linemen.

The ball goes out of bounds only at the end lines. On the side lines the linemen recover the ball.

When a basket is made, the middlemen go to the end of the line closest to their basket and three players from the opposite end become middlemen. After this group of middlemen make a basket they go to the end of their line and the next three linemen become middlemen.

This continues until it is necessary to start with the original group of middlemen and is repeated for the time assigned to the game. In this way every boy has several opportunities to become a middleman.

In any question of rules, regulation basketball rules apply.

When organizing the class for the games, the following pointers may help.

Arrange each team according to height and ability, so that the middlemen of one

team are equal to the middlemen of the other. The players must keep their positions in the line so that each group of middlemen always play against the same group of players that they first played. In order for this to be possible, it may be necessary to make the last group or two of middlemen consist of four players. If the court is larger than 45' x 60', four players from each team play the middle. If the court is very large, five men may be used.

When a large floor is split into two courts so that the players have a common sideline (the one in the middle of the floor) we draw a new sideline with chalk on each of the courts about three feet away.

The linemen should be told to pass the ball to shoot only as a last resort unless they are reasonably certain that they can make a basket.

We use one court for the beginning players and loosen up on the rules for them.

When the players are small or poor players, we set a time limit in which to make a basket. If no basket is made the change of middlemen takes place at the expiration of time limit.

If the linemen have a tendency to get on the playing court, we tell them they are cheating. If they persist the ball is given to one of the opposing team.

We practice a fundamental before the game and find that the players work harder in order to get the game started.

We have found that this game is very popular with the boys and is a more practical way of playing basketball in large classes than any other that we have tried.

# ON TO CALIFORNIA

and the

## 1939 MEETINGS

### National Collegiate Athletic Association

December 29, 30

### American Football Coaches Association

December 28, 29, 30

January 1—Rose Bowl Game

For those using first class service, the round trip rate of \$90.30 will apply; and for those using tourist sleeping car accommodations, the round trip rate of \$74.00 will apply. Because of the fact that this schedule of service is the same as that of an extra fare train—The Chief, extra fare of \$10.00 will be required of those using the special train, **via the Santa Fe Railroad.**

Pullman accommodation costs to apply, Chicago to Los Angeles, both first class and tourist class are as follows:

	Lower	Upper	Compt.	Drawing Room
1st Class .....	\$16.55	\$12.60	\$46.75	\$58.80
Tourist Class .....	8.95	6.80		

There are no compartments or drawing rooms in the tourist sleeping cars.

#### SCHEDULE

##### TUES. DEC. 26TH

Lv. Chicago (Dearborn Station) ..... 10:00 A.M.  
Ar. Kansas City ..... 7:30 P.M.  
Lv. Kansas City ..... 8:00 P.M.  
Ar. Emporia, Kan. .... 10:05 P.M.  
Lv. Emporia, Kan. .... 10:10 P.M.  
Ar. Newton, Kan. .... 11:25 P.M.  
Lv. Newton, Kan. .... 11:35 P.M.

##### WED. DEC. 27TH

Ar. Dodge City, Kan. .... 2:25 A.M. (CT)  
Lv. Dodge City, Kan. .... 1:30 A.M. (MT)  
Ar. La Junta, Col. .... 5:15 A.M.  
Lv. La Junta, Col. .... 5:25 A.M.  
Ar. Albuquerque, N. M. .... 2:25 P.M.

Lv. Albuquerque, N. M. .... 2:35 P.M.  
Ar. Gallup, N. M. .... 5:45 P.M.  
Lv. Gallup, N. M. .... 5:50 P.M.  
Ar. Winslow, Ariz. .... 8:00 P.M.  
Lv. Winslow, Ariz. .... 8:10 P.M.  
Ar. Seligman, Ariz. .... 11:45 P.M. (MT)  
Lv. Seligman, Ariz. .... 10:50 P.M. (PT)

##### THURS. DEC. 28TH

Ar. Needles, Calif. .... 1:40 A.M.  
Lv. Needles, Calif. .... 1:50 A.M.  
Ar. Barstow, Calif. .... 5:40 A.M.  
Lv. Barstow, Calif. .... 5:50 A.M.  
Ar. San Bernardino .... 7:50 A.M.  
Lv. San Bernardino .... 7:55 A.M.  
Ar. LOS ANGELES .... 9:50 A.M.

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# Goal-Hi, New Game Developed by Noted Basketball Authority

**R**UMORS of a new and inspiring game that is reported to be rapidly finding national favor, is news indeed. We approached the man responsible for originating and developing Goal-Hi, Dr. Forrest C. Allen, better known wherever basketball is played or discussed as "Phog" Allen, and asked him to describe his new game for our readers. Dr. Allen, Director of Physical Education and Varsity Basketball Coach of the University of Kansas, needs little introduction. He has been associated with basketball for thirty-seven years and enjoys the distinction of having the longest period of service of any collegiate coach and of producing championship teams in twenty-one of his twenty-seven years of coaching. Dr. Allen's response to our inquiry follows.

**I** ONCE heard eight educators, speaking at the National Convention of the American Association for Physical Education, Health and Recreation, say that basketball possessed all of the qualities necessary for the educable child. As parents and as educators we desire physical fitness, emotional stability, and mental poise as chief characteristics for our youngsters. To observe the young basketball player dribbling and weaving his way through a broken field and then suddenly swerving to the side, jumping high into the air and gracefully laying a shot into the basket, is to witness poetry in motion. It is that type of motor flow that the Greeks wrote about centuries ago.

Running, jumping, leaping, vaulting, and climbing are the fundamental activi-



Dr. Forrest C. "Phog" Allen

ties of man. The basketball player shooting the ball into the basket is improving

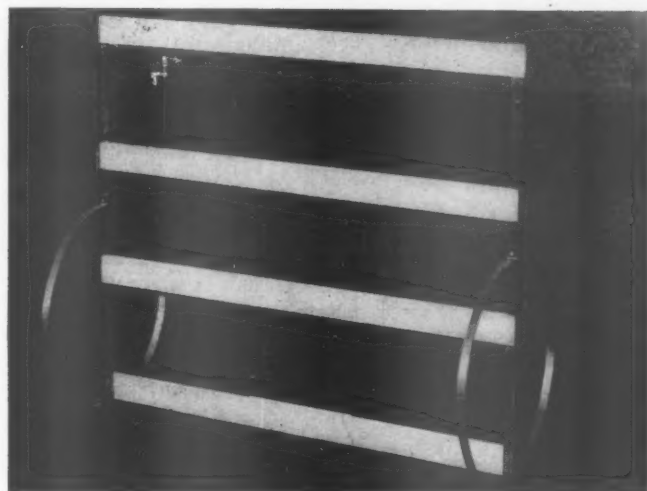
motor skills and developing co-ordination, rhythm, and confidence. By shooting at a goal above the head, the player is elevating his ribs and thorax, and thus developing the entire upper thoracic area—an extremely important exercise which is much neglected in our age of sedentary existence. Every basketball coach knows that to play basketball is to exercise the leg and abdominal muscles and, in fact, every part of the body.

Basketball is rated as perhaps the most popular sport in America today. When our Government reports that more than eighty million people of all ages are annually paying admissions to see the game of basketball, there can be no question of its popularity. Unfortunately, that group of eighty million people consists of spectators who are content to sit on the sidelines and watch two teams of only five players each play the game.

Realizing the fact that basketball as we now play it is limited to the short winter season, and desiring to see these eighty million spectators step across the sidelines and become players, I have developed Goal-Hi, a game that will undoubtedly find favor as a year-round indoor and out-



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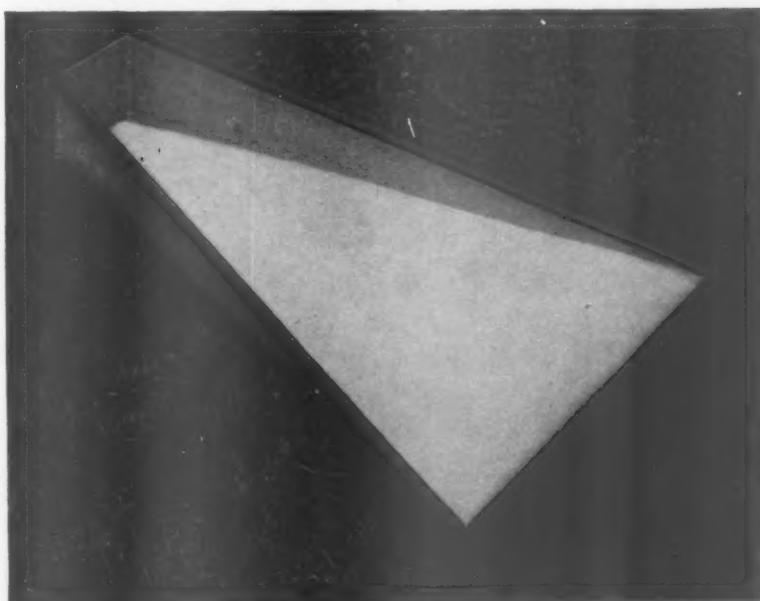
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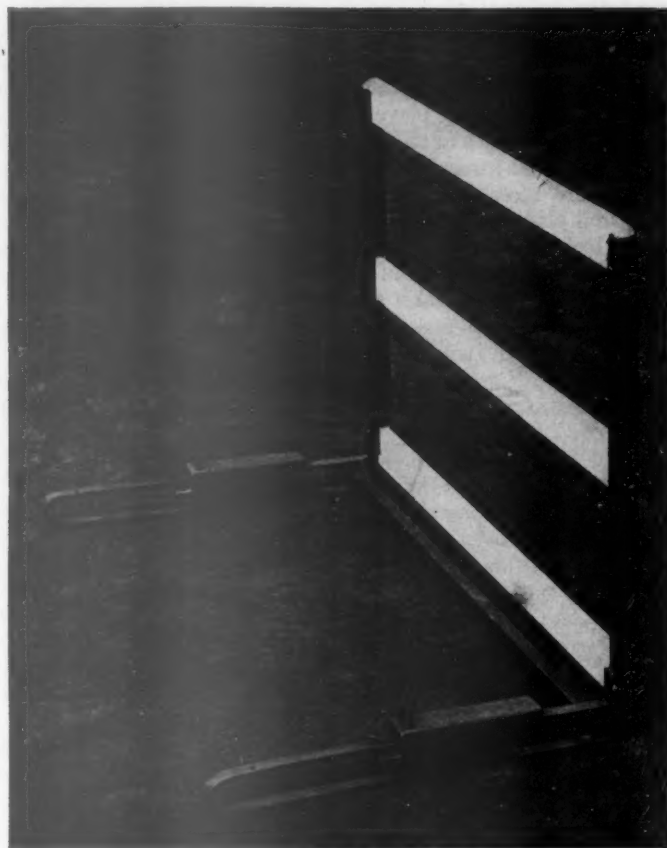
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door sport or recreational activity for Americans of all ages.

Goal-Hi is a healthful, interesting, and safe form of exercise and game for the little tots; an unexcelled lead-up game to basketball for the youngsters of junior high school age; a splendid year-round conditioning game for the high school and university basketball player; and unexcelled as an adjunct to the public or school playground where grown-ups as well as youngsters meet for fun, exercise, and healthful play.

In Goal-Hi we use a circular court. The single Goal-Hi standard in the center of the court makes the basket a focal point of activity for all players, with little or no chance of the ball going out of bounds after a try for a basket. In regular basketball, with a rectangular court and with backboards and goals located very near each of the end lines, a large majority of short or missed shots are caused to go out of bounds, thereby breaking the continuity of play. The Goal-Hi court has, of course, a circular outside court line which determines the out-of-bounds area. Approximately half way between the out-of-bounds court line and the Goal-Hi standard is another circle which serves as the free-throw line and also divides the court into two scoring zones. Baskets made from the zone between the free-throw circle and the outer-court circle count an additional point. A third (inner) circle of limited diameter encloses the Goal-Hi standard and is called the restraining circle. In order to eliminate congestion around the standard, certain rules prevent attempts to score from within the restraining circle.

Another noteworthy feature of Goal-Hi is that it exercises all of the game's fundamental activities without consuming too much of the young player's energies. In regular basketball, the youngsters, shuttling back and forth from one end of the court to the other, subject themselves to over-fatigue.

The rules of Goal-Hi are very simple. By means of an adjustable goal standard, which permits raising or lowering the basket to 8, 9, or 10-foot heights, the same Goal-Hi standard can be used by elementary, junior high school, or college teams. Goal-Hi fits into the public playground program perfectly, because instead of being limited to a team of five players, Goal-Hi can be played by entire classes of playground boys and girls. When played in the school, an entire gym class can participate in this healthful exercise.

#### *Goal-Hi and the Little Tots*

For years I have had hundreds of parents and youngsters ask for instructions on laying out a basketball court for outdoors. I have always found the question a difficult one to answer. First, the expense of two basketball backboards and two goals is almost prohibitive, and, secondly, the lack of adequate space in most

backyards is an obstacle that is impossible to overcome.

The single Goal-Hi standard in the backyard will permit the individual child to practice field goals and free throws in his leisure time. And thus, in addition to the healthful benefits derived from this practice, he will gain a knowledge of basketball fundamentals which may later help him to national prominence on some varsity team. The great stars of the basketball court have been youngsters who have had access constantly to a basketball goal in their backyards or on the playground.

For the physically handicapped child a modified form of Goal-Hi offers unlimited aid to these unfortunates.

#### *Goal-Hi and the Junior High School Athlete*

I think it hardly necessary to direct the attention of basketball coaches to Goal-Hi as a splendid lead-up game to basketball. For year-round basket shooting practice by team members, the game has unlimited possibilities; and for the up and coming youngster who may some day warm the heart of his high school or college coach, Goal-Hi is just what he needs to give him the fundamentals of basketball. The mere handling of the ball, the value of team work, an appreciation of clean sportsmanship, and a familiarity with the routine of shooting a basket, etc., are a few of the ABC's which the player of tomorrow can thus acquire in his school gymnasium, in the outdoor schoolyard, or in the public playground. I am constantly urging my basketball players to keep practicing throughout the year and not to forget basketball when the season draws to a close. Goal-Hi encourages the players of tomorrow to practice whenever possible. What I have said in the preceding remarks concerning the healthful results of this exercise applies particularly to these erstwhile stars.

#### *Goal-Hi and the High School and University Students*

My previous remarks applied to the older boys and girls of high school and college age. Americans are definitely sports minded and conscious of the value of good health and the need for systematic exercise.

In Lawrence, Kansas, where Goal-Hi has been available on the quadrangle during the outdoor season, I have been agreeably surprised to see both college men and women when crossing the quadrangle, to pause and shoot a half dozen or so baskets. This casual relaxation and exercise have been grasped by individuals as well as by groups.

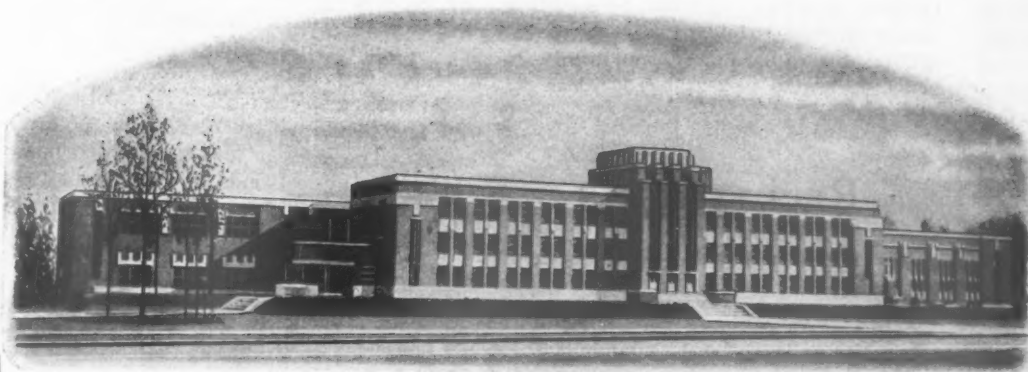
In the gymnasium, Goal-Hi is played according to rules, with the standard teams of five players each or with entire gymnasium classes. In fact, nothing in our gymnasium has attracted so much enthusiasm and interest as this new game, which certainly offers excellent possibilities as an intramural sport. Members of the varsity team have thoroughly enjoyed practice-shooting at the goal. Absence of a backboard calls for more accurate shooting, and such accuracy developed thus early in the year can be put to good use when the regular basketball season begins.

#### *Goal-Hi and the Playground*

Goal-Hi is admirably suited for playground use. When no supervision is available, the game can be reduced to its simplest form, i.e., the passing of the ball and the shooting of baskets. In the years ahead, any playground will be incomplete without Goal-Hi. When supervision is provided, formal games may be played according to the official rules, with five players on a team; or the rules may easily be modified to accommodate larger groups. Goal-Hi offers interesting possibilities for







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competitive community leagues, which are composed of several teams. Such participation will delight the players and will attract enthusiastic fans and rooters.

Obviously, in a public playground where both children of all ages and adults are to be accommodated, the installation of a Goal-Hi standard, with its adjustable height features by which the goal may be quickly raised or lowered to heights suiting the needs of the moment, is economically sound.

When an outdoor playground is part of a school plant and is used during the spring, summer, and fall seasons, and the indoor gymnasium is used frequently for recreational and social purposes during the winter season, I recommend the Goal-Hi standard with the circular movable base so that the standard may be conveniently rolled indoors or outdoors at will.

In connection with public playgrounds where it is feasible to place the equipment permanently, I would suggest that the standard be set in concrete.

Here in Lawrence, Kansas, where we conducted an outdoor community recreation class this summer, I found that the townspeople were as enthusiastic over Goal-Hi as were the college students. Everyone wanted to play Goal-Hi—and did.

Our first piece of equipment was crude. It consisted of an upright with an inverted tripod supporting the round basket hoop. The ball invariably lodged in the base of the cup and held up the game until it could be dislodged. From this first crude attempt to fashion a suitable piece of equipment for playing Goal-Hi, we have gradually evolved our present equipment which, we believe, answers our purposes 100 per cent. The ball, augmented by the three-way conical projector, after passing through the hoop falls to the ground through any one of three exits. It is this feature of uncertainty as to the ball's exit from the cone or basket which adds elements of chance, alertness and surprise to Goal-Hi. The swinging gates suspended before each of the three exits do not retard the ball's normal flight from the basket to the playing field. These gates are so constructed that a low ball striking one of them from the outside will be deflected and cannot thus enter the basket.

Inasmuch as Goal-Hi was conceived and developed, (1) as an interesting and healthful exercise game for people of all ages, and (2) as a lead-up game to basketball, we have attempted to keep the official rules as simple as possible, and at the same time to provide for every playing condition likely to be encountered in the regular game of basketball.

Goal-Hi has much to offer to modern recreative sports. It provides fun, relaxation from mental strains, and beneficial bodily exercise to players of all ages the year-round—with a minimum of expense for equipment. Just a basketball and a

Goal-Hi standard. This is a very modest outlay of expense for any school or playground in return for its immeasurable benefits through pleasurable activity.

## Racing Starts

(Continued from page 18)

the race. An athlete's cool appearance often affects a less experienced opponent.

There are various styles of starting techniques but they all follow a definite pattern. A good, well experienced swimmer has the ability to react rapidly by speeding into action the moment the gun fires. When the athlete starts into action his movements must be executed without the slightest waste of time and with the utmost co-ordination to produce a powerful drive from the wall. A weak take-off usually interferes with the swimmer's ability to attain a rapid pick-up of swimming power. The start is composed of skills that involve reaction time, drive and pick-up.

### Muscular Movements in Starts

The timing of the muscular movements involved in a start is very intricate. The swimmer who has poor body control will find much difficulty in timing his starts to coincide with those employed by the starting official. The various movements must be simplified so that the swimmer, from his starting position, can quickly coordinate all movements into one concentrated power-dive.

The drive from the wall is very strong when the force of the arm and leg muscles is applied as a unit. The leg movements involve such factors as toe grip, feet position, knee bend, crouch, body angle and the use of the proper muscles. The arm power consists of the arm swing, starting arm position, direction of swing, and the timing of the arms with the leg drive.

To secure distance, speed and pick-up on a diving start the swimmer should employ the proper muscular movements. The extensor muscles of the thigh and the gastrocnemius and soleus muscles of the lower leg are the muscle groups that produce the powerful drive from the wall. The extensor muscles have the great power of extending the knee while the gastrocnemius and soleus muscles raise the body from the toes.

When the swimmer steps on the mark he takes his best starting position and waits for the starting command. I found that I secured a faster start when I leaned a little forward with a slight crouch and knee bend. My arms extended backward and downward. As the starter said, "Take your mark" I stepped forward, tilted my body slowly forward until I heard the gun

go off, and then drove hard with my legs. My arm movement was just one forward, side-around swing to follow-up the lift of the leg drive.

The toes grip the edge of the pool while the feet should not be too close or too far apart. The average feet spread, depending upon physical build, is from eight to twelve inches. The strongest power drive is secured when the legs extend perpendicularly from the hips to the floor. This means that the swimmer can have a knee bend and crouch, but the knees are not to be knock-kneed or bowed. Coaches teach their swimmers to start in crouch positions that range from a deep crouch to an almost erect position. The knee bend angle usually coincides with the depth of the crouch. The body angle should always permit the swimmer to maintain his body balance with very little effort.

The forward swing of the arms gives the swimmer an added lift to support the strong leg drive. The most common faults in arm movements are the unnecessary "wind-ups" by the swimmer before he actually takes-off. The fastest movement for any style of start is that in which the swimmer employs just one forward swing.

## Winter Sports at Night

(Continued from page 15)

one floodlight is sufficient for each of the remaining poles. Floodlights should be mounted twenty-five feet above the ground, or ice, and have etched Alzak finished aluminum reflectors and 1500 watt Mazda lamps. Open or enclosed type floodlights can be used.

For fast play, such as professional hockey, it is recommended that the number of floodlights and, therefore, the wattage be doubled.

Of necessity, this article deals with lighting systems for the average ski hill, ski slope, ski jump, toboggan slide, ice skating pond, and hockey rink. The reader may encounter some special problem, in the illumination of his particular winter sport, which is not discussed in this article. The local electric light company often can be of assistance in the solving of specific problems peculiar to the illumination plan. And the author will be glad to answer specific questions if readers will write the editor of the *ATHLETIC JOURNAL* for further information.

Although only the Alzak or spread type of reflectors are discussed in this article, the editor does not wish to give the impression that this is the only type suitable, as the diffusing type is frequently used. Information on this type will also be furnished by this office. Editor's note.

# Analyzing Fundamental Wrestling Techniques

(Continued from page 22)

his opponent is behind him), should constantly move about. Thus, he not only prevents his opponent from securing a hold with deliberation, but he may also secure some hold on his adversary which may lead to his escape. The wrestler on top must also learn to move around in order to keep his opponent under control on the mat. Knowing when to check or go with an opponent has a great deal to do with the successful execution of maneuvers. It is with the wrestler as it is with the cowboy who is riding a bucking bronco—he has to shift his body with every move that the horse makes in order to remain astride. A wrestler should be aggressive and carry the battle to his opponent. His offense is his best defense. An advanced wrestler may sometimes remain momentarily still and then suddenly move, thus trying to catch his opponent off guard.

When a wrestler has his opponent on the mat, the aggressor should keep him

pinned there by his weight. This not only prevents the under man from changing his position, but wears out his strength. A light wrestler who uses his weight can hold his opponent down more effectively than a heavier wrestler who fails to do so. By keeping his weight on his opponent, the wrestler on top is resting and saving his strength until the proper time comes to use it to good advantage. The use of the weight is especially essential in changing holds or when the under man is likely to escape (Illustration 7).

While the application of the weight is thus important to the upper wrestler, its use is of no less importance to the under man. The moment the aggressor seeks to lift his opponent or pull him into some new position, the under wrestler makes his weight dead. That is, he centers his weight as far as possible from the spot on which his adversary is lifting.

## Feinting

Success in wrestling sometimes depends more upon strategy than upon strength. The essence of strategy, by which each hold succeeds is feinting; that is, a wrestler tries to deceive his opponent as much as possible by false moves, starts, etc. The opponent is thus not aware of his adversary's intentions until the desired hold has been applied. The aggressor should be careful not to make moves which will give away what he intends to do. A successfully executed feint is one in which the wrestler makes his opponent believe that he is going to do that which he is not. Therefore, a wrestler should conceal his motive until he is prepared to attack and then apply the desired hold suddenly and forcefully.

## Sight and Touch

Each wrestler keeps his eyes constantly fastened upon the actions and moves of his opponent. Where the eyes cannot reach, the sense of touch must be used to determine what the opponent is attempting to do. The sense of touch as used in wrestling is largely developed through experience on the mat. A good drill for this is to blindfold the wrestlers and let them wrestle on the mat; thus, they learn to depend on the sense of touch (Illustration 8).

## Sitting Up

One of the very fundamental moves that a wrestler must learn as a possible means of escaping from an opponent is to sit out when he is on all fours on the mat. This move must be performed fast and with



Illustration 8—A good drill is to blindfold the wrestlers and make them learn to depend on the sense of touch. Notice that the wrestler on top is staying well back and his hands and arms are not hanging over his opponent's shoulder, but are kept back of his arms.



Illustration 9—If his opponent is on his right side, the wrestler underneath shifts his weight on his right hand and left foot as he slides his right foot forward, coming into the sitting position.

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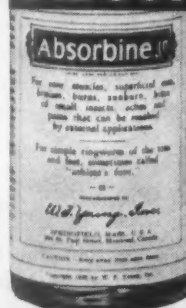
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the least amount of effort, and is done as follows:

The wrestler is on the mat on all fours and his opponent is behind him trying to hold him down or trying to pin his shoulders to the mat. If his opponent is on his left side the wrestler underneath places sufficient weight on his left hand and right foot, so that he will be able to slide his left foot forward between his left hand and right foot and come into a sitting position. If his opponent is on his right side, the wrestler underneath shifts his weight on his right hand and left foot as he slides his right foot forward, coming into the sitting position (Illustration 9). In the beginning, the wrestler will come to a sitting position facing to the side. With regular practice, he will soon learn to sit up fast enough to obtain the desired position, in which he faces directly to the front, ahead of his opponent. This is a fundamental maneuver on the mat, as many strong combinations are applied from this position. The wrestler is able to practice this move without a partner.

#### *Before the Bout*

A certain amount of excitement and nervousness may be expected by a wrestler before he enters his wrestling match. However, the wrestler should make an effort to cultivate an even temperament, and not permit himself to express uneasiness. He should make it a point to talk little, especially of what he expects to do. He should be at the dressing room at least an hour before the meet starts, so that he will have plenty of time to dress and thus avoid excitement.

Shortly before the meet starts, each wrestler should have a light rub-down, a careful massage of the neck, shoulder and leg muscles. If the dressing room is cold, the wrestler should use sufficient clothing to keep his body warm. Exposing his body to coldness is an easy way to impair his wrestling performance. The wrestler slips on his shoes after he is dressed, but the shoe strings are left loose and untied; nor are the outside supporter or overights worn until it is time for the wrestler to compete.

If the breathing seems restricted, the mouth and nose may be sprayed with an inhalant (Illustration 10). Finally all the wrestlers meet with their coach for the last instructions. Just before each wrestler enters his bout, he laces his shoe strings, slips on his overights and warms up thoroughly by rope-skipping or other exercises. He is now ready for action on the mat.

#### *Enter the Match Prepared*

When a wrestler goes to the mat he should have certain holds in mind which he expects to use in his bout. He should

know exactly when to apply them while he is in motion with respect to his opponent's position.

He must learn to recover fast if he fails to execute them, and know the position into which he will fall, if failing. He should master the possible counters and counter holds on counters. When a wrestler has worked hard to prepare himself for a match, he is not satisfied to lose, but will work hard to win. He should develop an attack that will present the least chance of an advantage for the opponent when he tries to counter. When a wrestler is training for a bout, he should prepare his mental attitude as carefully as he prepares his body. If he is strong physically and in the best of condition, he should have plenty of confidence in his ability on the mat, and should avoid worry. He should study and plan several methods of attack so that, if one method fails, another may be used before his opponent gets set to stop his next attack.

#### *Wrestling the Bout*

As a wrestler starts his bout, he should rush to meet his opponent. He should keep his head up and show confidence in his ability as a wrestler. He should make every move count and if the opponent leaves himself open for a pinning hold early in the bout, he should be quick to take advantage of the opening as it may not come again. He should retain the pinning hold, but should not force it until the opponent is somewhat fatigued and unable to break it. A wrestler knows that the best time to rest during a bout is when he has a pinning hold on his opponent.

A good performer is able to wrestle on either side of his opponent, and is alert to



Illustration 10—If the breathing seems restricted, the mouth and nose may be sprayed.

take advantage of any weaknesses that his opponent may have in his style of wrestling.

During rest periods, the wrestler should take advantage of the chair if one is available. If no chair is available he should seat himself in the corner of the mat and keep his head clear. He should not sprawl himself the full length on the mat. If the bout is close a good wrestler generally displays a spurt of aggressiveness the last few seconds of a bout and thus tries to impress the official favorably. During the rest period the coach is generally able to give the wrestler several helpful hints.

If their opponents get their scissors on them, some wrestlers roll off the mat to get a new start, and then keep their knees and elbows close together so that the aggressors will not be able to apply their scissors hold again (Illustration 6). To break a scissors hold requires a great deal of energy and strength. When the aggressor is behind his opponent he tries to keep him constantly off balance by tying up an arm, leg, or both until he gets him in a position for a pinning hold (Illustration 7).

The wrestler should keep cool at all times even though he may be near defeat. If he is momentarily bewildered he should never allow his opponent to detect it. It is only natural that a wrestler will feel a little shaky in the first few encounters. This feeling will disappear with experience when he learns to set his pace, and learns how fast he has to wrestle in order to do his best. Win or lose, he should always politely shake hands with his opponent before and after the bout.

#### *Breaking Holds*

The best time to break a hold is while it is in the progress of being made or secured, and not after it already has been secured. A wrestler should never allow his opponent to secure a pinning hold if he can prevent it. It is much easier to prevent an opponent from securing a hold than it is to get free once he gets the hold (Illustration 1). The wrestler must practice breaking holds as well as securing them. There is an escape, counter or block to almost every hold known.

#### *Keep Going*

In a closely contested bout the wrestler who has the courage to keep going even when he feels greatly exhausted is a competitor who is hardly ever defeated. During practice sessions, wrestlers must learn that even though they feel that they have gone as far as to them seems possible, there is still some strength and some speed left in their system. Wrestlers will bring to light a surprising store of reserve energy, hidden deep in their systems, waiting to be used, if they learn to keep going when tired and winded.

Many inexperienced wrestlers have not conditioned themselves to the point where they are determined to keep going in a match when all seems lost. This is essential in order to be a consistent winner. Wrestlers must be taught that this spirit of fighting to the last gasp is the spirit of competitive athletics. A tired wrestler will also use more skill and science as he can no longer depend on his strength to carry him through. The harder wrestlers work while training, the more staying power they will develop, and, when in a close match the more reserve energy they will have. This training also teaches the wrestler to find or set a pace which will carry him through a long, hard bout.

#### *Progression or Second Holds*

Wrestlers are rarely thrown by a direct attack. When the first attack has failed the aggressor should immediately follow with a second one, for which he is likely to find his opponent less prepared. If the second maneuver fails, still another maneuver may be tried, and so on. Many amateur wrestlers, especially beginners, fail to recognize this important principle. So many wrestlers make one move and then stop. It is not the first hold or move that always brings success on the mat, but the next two or three attacks performed in rapid succession or continuation. The chance of successful preparation or anticipation by the opponent will be found to decrease with each trial, and the possibility of success by the aggressor to increase correspondingly. To the experienced wrestler these changes come naturally and like a flash.

After learning the fundamental holds, the young wrestler will do well to spend much time working out what he will do in a given situation, and plan a line of campaign to use in a specific situation.

#### *Pinning the Opponent*

The time to throw an opponent is when he is moving or exerting his strength in the same direction as that in which the aggressor desires to throw him. The force of the aggressor is then applied along the line of least resistance. Therefore, a wrestler times his moves and exertions so as to make his effort at a time when the move of his opponent will aid him in making a hold more effective. When the wrestler is on the offensive, he should use his weight and stay close to his opponent. This prevents the opponent from changing his position and wears out his strength more rapidly. When on the defensive, the wrestler should keep hands and knees wide apart to form a solid base and center his weight as far as possible away from the lift. Although the securing of one hold at a time is the simplest procedure, successful wrestlers often obtain two separate holds—one with each hand and at the same time

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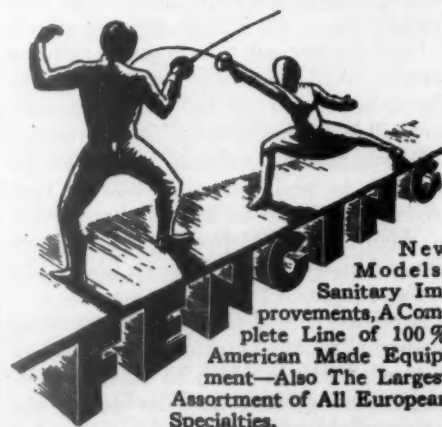
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apply a hold with the legs. To throw the opponent with either of these holds alone might be impossible, but combined a fall is often irresistible. Practice working from one combination into another. A good wrestler never sticks to a hold which begins to feel insecure, but he is alert to use other holds or maneuvers at this stage. The aggressor should not be in a hurry to pin his opponent if he has good control of him, but tire him out a bit unless the time is almost up. In a bout, a wrestler can play his opponent into strategic positions and wear him down as a matador wears down the bull before the final thrust.

### *Choice of Advantage*

In a divided bout (Rule XIII, Section 1 in the Inter-Collegiate Wrestling Guide), the referee flips a coin, and the contestant winning the toss has the choice of taking the underneath position with his opponent in behind him, or the upper position where he would be in behind his opponent and getting the advantage. Here in Iowa the majority of the coaches inform their boys to go underneath in the first period if they have their choice. The coaches maintain that the wrestler is not yet fatigued and will have more strength and snap for a fast escape. If he would have to take the underneath position in the second period of the bout, he may be very exhausted and unable to escape from his opponent.

In other parts of the country, successful coaches advise their wrestlers to take the upper position if they have their choice.

The theory of these coaches is that it is easier for the wrestler to stay behind and control his opponent and retain his advantage as he is not tired and his opponent is not yet slippery from perspiration. Then when the second period starts both contestants are perspiring and slippery; thus it is hard for the opponent to control him and it is easier to escape from underneath. In some matches there may be times when it is wise to elect the position underneath, and in others it may be good generalship to choose the position on top. This is especially true if the wrestler knows something about his opponent's style of wrestling.

Both theories may have their merits, but there may be some mental value in letting the wrestlers know definitely which theory to follow and then stick to it.

### *During a Tournament*

A wrestling tournament is generally a two-day event. If the bouts are in the evening of the first day, the contestants begin to arrive in the afternoon and check their weights on the official scale. Should a wrestler be slightly overweight, he should exercise to remove the excessive weight before it is time to weigh in officially.

As the wrestler weighs in, he steps lightly on the scale and announces his name loud enough so that the officials can hear him and find his name on the entry list.

After a light meal he stretches out on his bed and tries to relax before it is time to dress for the bout. After his bout he

should take a light shower and check his weight, as he will have to weigh in again the second day.

Whenever his opponents perform, he should watch them closely, and study their style of wrestling. He should also watch the clever champions in action, and try to figure out what makes them champions.

The beginning wrestler should not let defeats and disappointments discourage him, but he should profit by his mistakes and be a far better wrestler the next time. He should not expect to be a champion after a few weeks of practice and should not give up the sport until he has spent at least one season at it. The more he learns about wrestling, the more fascinating the sport becomes.

The second day of the tournament many wrestlers rush to the scales to weigh in, and then make the mistake of eating too much. Under these conditions, it is no wonder that a wrestler sometimes loses to an inferior opponent on the second day. A wrestler should learn to eat lightly, unless he eats at least five hours before his bout is scheduled to start. During the tournament wrestlers should stay off their feet as much as possible, and not stand around on the hard tile floor in the hotel lobby or dressing room unless it is absolutely necessary. If more than one bout is going on during the tournament, wrestlers should be ready to assist their team mates, as the coach is unable to attend to more than one contestant at a time. No wrestler should enter a tournament unless he is in the best of condition.

# Some Hints on the Psychology of Coaching Basketball

*By C. R. May*  
High School, Waterman, Illinois

**B**E cordial and friendly. Invite conversation. Notice and give friendly recognition to a boy or group of boys that have occasion to be around or a friendly salute when passing on the street.

Lead the boy out to express his own interests. Add something yourself, but in the main be an interested listener because you will learn much about his personality.

Be sympathetic and understanding. In listening to problems, regardless of how trivial, be anxious to help in the solution of them. Offer sympathetic and suggestive solutions. Show concern about the boy's problem.

A private cordial talk is the outstanding method to promote greater interest and an unexcelled way in which to untangle misunderstandings that do arise during the course of the regular playing season. Individual training problems can be con-

trolled and directed. Discipline problems will find their solutions, and best of all, inspirational enthusiasm can be generated by a good old heart to heart talk.

Be fair and just in your treatment. Be very careful about showing partiality toward any one of the group. Let them know that it is a question of merit that will win a place on the team. Set up some obvious standards of achievements in individual and team skill that make your choice of players clear in the minds of the players. In other words, treat them all alike.

Give the boy credit for good work by a genuine word of praise. The real need for analytical criticism at all times may get depressively monotonous. Mix it up with some genuine praise for a play well done. Do not forget the most obscure member of the squad. It will be a real

incentive toward greater effort.

Be appreciative of the efforts of the substitutes. Give special attention to the substitute, as often as you can find time, in the analysis of his work. Commend him on his efforts and be stintless in your praise of the boys who do not get to be regulars. Persistence will win out and they will be, and are, the coming stars.

Be firm in discipline. Be careful of too much "kidding" and "razzing" back and forth. Too much familiarity breeds breaches of discipline. Let there be no guesswork about discipline. Lines of demarcation must be drawn conspicuously, on and off the court.

Stand for high ideals of clean living and good sportsmanship. Ideals of clean living can best be taught by the coach himself in his own daily pattern of setting the example. Avoid set rules of training. En-



courage a common-sense approach to eating, sleeping, clothes, regular exercise and practice. Discuss different phases of healthful living as you go along during the season, both as it affects the individual and its effect on the team. Encourage the assuming of individual responsibility for the development of a high team morale. The coach should have a regular time for his own daily exercise, not with the boys, but after practice or at some convenient time during the day. It not only keeps him in good trim, but it is obviously practicing what he preaches. Individual problems of training may be handled satisfactorily by a private and personal guidance. A fixed set of rules in a small high school is waving a red flag for future trouble. The coach's habits of buying and eating candies, soft drinks and eating between meals should be carefully avoided.

Good sportsmanship should be stressed at all times, before the squad and by individual talks. Printed codes may be posted on the bulletin board and several articles should appear in the school paper. Commend good sportsmanship at every opportunity. Good sportsmanship exhibited by the coach at a game should be a normal expression of his daily behavior. There are many opportunities during the daily session that should be used by the coach to develop and create a wholesome sportsmanship-attitude.

Be efficient in knowing your stuff. Plan your work and work your plan with modifications as you see the need of special emphasis. Knowledge of your subject instills respect and confidence. Follow closely the learning process of each individual. If he is learning there will be interest. When there is interest, staleness will never enter in. When learning ceases, interest lags, staleness develops. If knowledge is complete as to details of mechanical precision, staleness should never be a problem.

Have dignity but have with it a boyish understanding. Dignity will have to be manifested to a greater or less degree at all times. A complete breakdown of dignity will encourage a looseness of respect, a freedom of familiarity that is not desirable for the responsibility and esteem that should be shown toward your position as coach. Follow the situation and be guided by as much freedom as the understanding will allow and still not completely break.

Be fair and honest in your duties as coach toward the group. Your fairness and honesty will be put to the test in every phase of your teaching and in your contacts at all times. In games of all kinds of which you are a part, refrain from acting as umpire or referee but put them on an individual honesty basis. See to it that all violations of the rules are individual corrections. If you are a participant never leave any doubt as to your honesty in making corrections of your own violations.

Fairness and honesty in the little things will build confidence in the selection of your boys for a team. Although you refuse to act as a referee in extra-curricula games in physical education, by all means referee or carry a whistle in your coaching sessions. Never let a student referee during the regular season of play.

A well-planned practice, aids more than any other one thing in developing enthusiasm, keeps interest at a high pitch, and promotes regular attendance. Consider carefully from day to day the advancement in the acquirement of individual skills. Your skilled team-play is determined by individual skill. Plan your practices carefully and have in mind the advancement of individual technique.

Control your temper and refrain from being impulsive in speech and action. There are many times in which a situation of thoughtless conduct on the part of the students calls for an immediate and disciplinary response. Avoid acting in an impulsive manner in cases, which on the spur of the moment, appear to be problems demanding immediate action. The general conduct problems with which a coach will be confronted during the course of his teaching should stimulate him to foresee and plan his course of conduct ahead of schedule, to guide him on how to react toward problems that naturally arise in his immediate environment.

Talk less and listen understandingly. Talking profusely and at random provides differences of opinion on the ears of listeners leading often to serious misunderstandings. Where a position must be taken on a question that in its nature was irrelevant in its beginning, because of some thoughtless remark, one should stop and consider one's remarks before they are made in the future. Making examples of players, both as to smart play and dumb play may breed partiality—reactions that are not intended.

Study the home environment of the boys. A more complete understanding of the traits of a boy can be obtained from the study of home conditions. What is the effect upon him of the restrictions and impositions made upon him by the two parents? Knowing the economic environment will provide a criterion to understandings. All these factors aid the coach in his analysis of the individual and enable him to appreciate sympathetically the conduct of the boy and to help in directed guidance.

Study the personality of the parents. See to it that a congenial relationship is formed between the coach and the parents of each squad member. Study at first hand the personality traits of the parents. Re-evaluate the analysis and opinions of others in regard to any particular parent. Show a sincere concern for the right character development of the boy. Work with the parent for the best guidance of the boy. It will be very much appreciated.

Little acts of kindness bring full cooperation. Be looking for little acts that

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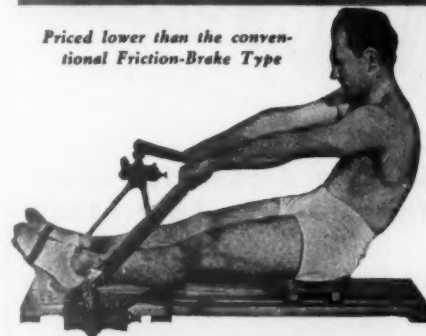
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promote gratitude; it may be a word of  
commendation; it may be an errand; it  
may be a visit to the home in case of in-  
jury or illness; it may be a friendly letter;  
it may be an opportunity to help the boy  
in his subjects or any act that requires  
special sincere effort on your part to do a  
good turn.

Sell yourself. Seize upon every oppor-  
tunity to present the ideas, knowledge and  
ideals that you represent. Use every op-  
portunity to emphasize the educational  
values of the game; the character-building  
qualities that develop during the course of  
a season. Sell these at all times through

the many avenues of contact with the stu-  
dents and with the townspeople.

Actively co-operate with the principal  
and faculty. Be a leader by doing the  
things that promote a better school or-  
ganization so that your own organization  
will function smoothly. Observe strictly  
the policies of the school in every respect.  
Adhere to a co-operative give-and-take ad-  
justment when conflicts of programs arise.  
Bear in mind that athletics are important  
activities of the school, but should take  
their place alongside the other extra-cur-  
ricular activities, if the greatest good is to  
be attained for the greatest number.

## How to Develop Team Morale

(Continued from page 12)

man team. He was wrong, we had only  
eight players, but we did substitute three  
men at the end of each quarter, and the  
other two when possible. By substituting  
regardless of the score, we developed the  
idea that we had eight regulars and thus  
eliminated all sense of inferiority within  
the eight.

### Handling Outside Coaches

The next item to contend with is the  
*outside coaches*. Frequently we find out-  
siders who tell the boys that they are get-  
ting a "raw" deal. When a boy who is play-  
ing regularly on the squad listens to these  
malcontents, we advise with the boy, then  
either demote him for some time or elimi-  
nate him entirely; one example is usually  
all that is necessary.

### The Boy's Responsibility

Another idea that we try to develop is  
honesty. We believe in putting a boy on  
his own, in regard to keeping in the best  
of condition. If he breaks training, it  
shows up in his playing on the floor and  
we try to convince him that, if he would  
be honest with himself, he would take good  
care of himself. If this fails, we eliminate  
him until he proves to us that he has  
changed his attitude.

### Co-operative Publicity

Probably the greatest obstacle that we  
have to overcome is that of publicity.  
Sometimes it goes to the boy's head. I  
think that the best cure for this disease is

the stressing of the small part that the boy  
scoring has to do with the winning of the  
game. Praise should be given the maker  
of the play, instead of the goal thrower,  
unless the boy has made an outstanding  
play. After a time it will be found that  
the boys will not pay so much attention  
to the newspapers. Another way in which  
this may be handled is for a coach to talk  
with the sports' writer and explain to him  
that it will be appreciated if he gives credit  
to the team as a whole and not single out  
one or two boys.

### Seeking the Co-operation of Parents

It is only natural for parents to want  
their boys to "star," but if the coach visits  
them and explains the fact that to win, he  
must have harmony and co-operation in  
his squad, it will be found that they are  
very fair and that they will help the coach  
because, after all, they realize that a "star"  
on a losing team does not mean much.

I believe I can summarize this up in the  
general statement, that, if a coach can con-  
vince his boys that they must be big men  
in their views and overlook small petty  
things such as jealousy, egotism, advice  
from outsiders and develop the qualities of  
honesty, co-operation, self-sacrifice and  
put their all into the job of playing basket-  
ball, he will have team morale. A coach  
will be rewarded not only in the satisfac-  
tion that he has a winning team, but in the  
greater satisfaction of knowing that he has  
helped develop a wonderful being—The  
American Boy. This is my idea of devel-  
oping the elements that are so necessary  
for the proper type of team morale.

## Basketball Vitamins

(Continued from page 7)

gram inside. The outdoor running pro-  
gram apparently took care of that since  
foot trouble is present on most squads in  
early season training. The outdoor pro-  
gram also takes care of the problem of  
staleness to some extent. The change of

scenery from outside to inside and vice-  
versa, the advantage of working in the sun  
and fresh air, the psychology of prepared-  
ness and the joy of workouts free from  
monotony are factors that prevent stale-  
ness.



## Swimming News

John Miller, Editor of Intercollegiate Swimming Guide

"OUR indoor swimming program in the U. S. is handicapped by a lack of 50 meter indoor pools," declares Bob Kiphuth, Olympic Coach and Yale mentor. As if in answer come words from Coach Dick Jamerson at Chapel Hill, N. C., that the University of North Carolina has recently opened a modern pool 165 feet by 55 feet and wide enough for eight lanes.

\* \* \* \*

No thrill like the one felt by an old grad invited back to coach at his alma mater. Karl Michael, former interscholastic and intercollegiate diving champion at Mercersburg and Dartmouth takes over Sid Hazleton's job this year. Distinguished as an undergraduate in swimming, baseball, hockey—to say nothing of the glee club—Karl has everyone's good wishes as Dartmouth's new Swimming Coach.

\* \* \* \*

Saw blonde Bill Neunzig, recently; he is the former Ohio State star who swam for the U. S. in central Europe last Summer, a year ago. "What are you doin' Bill?" "I'm nursing a pineapple plantation in Hawaii and swimming for the Maui Club. And if you think working in the fields from dawn to noon and then swimming for a fast club such as the Hawaiians now have is easy, try it sometime."

\* \* \* \*

"C'est l'guerre" or else it's Tom Haynie's perpetual jinx. Each time the U. of Michigan captain is ready to begin a swimming trip, it is called off at the last minute. Tom's latest entry to his "trip-I-never-took" was Matt Mann's abandoned tour of England. From September 12 to the 27th a group of Michigan swimmers were slated to appear in London, Liverpool, Aberdeen, Newcastle, and a dozen other British swimming centres. And it was to be sponsored by the Shiverers Swimming Club of Sussex—how's that for a descriptive title?

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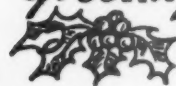
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